DOCUMENT RESUME

ED 061 674 EC 041 716

AUTHOR	Casler, Al; And Others
TITLE	Social Studies for EMR Pupils: A Course of Study for Senior High Schools.
INSTITUTION	Los Angeles City Schools, Calif.
REPORT NO	Pub-x-97
PUB DATE	71
NOTE	107p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Curriculum; *Educable Mentally Handicapped; *Exceptional Child Education; Mentally Handicapped; *Senior High Schools; *Social Studies
IDENTIFIERS	California

ABSTRACT

Presented are 10 units of study for educable mentally retarded (EMR) senior high school students in the area of social studies. The outlined sequence and suggested time allotment for each unit covers grades 10-12. Subject matter content of each unit is outlined in detail; particular teaching methods and materials are not specified. Units cover the earth as a dependent unit in the universe; racial, religious, and other groups; social and personal development; inventions and exploration; American characteristics and customs; government; education and leisure time; rules and laws; consumer education; and family life education. (KW)

ED 061674

Experimental

SOCIAL STUDIES

FOR EMR PUPILS

A COURSE OF STUDY

FOR SENIOR HIGH SCHOOLS

EC 041 716

LOS ANGELES CITY SCHOOLS
Division of Planning and Research
Instructional Planning Branch
Publication No. X-97
1971

Experimental

SOCIAL STUDIES

FOR EMR PUPILS

A COURSE OF STUDY

FOR SENIOR HIGH SCHOOLS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

LOS ANGELES CITY SCHOOLS
Division of Planning and Research
Instructional Planning Branch
Publication No. X-97
1971

TO THE TEACHER

The EMR program is designed to assist the educable mentally retarded (EMR) student in achieving his potential as a socially, economically, and vocationally independent member of society. This course of study will help the teacher who is guiding the EMR student to become a contributing member of adult society through a program in which the student can "meet" his society in the social studies classroom.

In this publication, the social studies curriculum has been related to other courses in the EMR program. A quick perusal of the content should indicate this correlation. Teachers of EMR students should therefore use the course of study in coordinating instruction to prepare the student for the responsibilities of adult life.

Each unit suggests an interesting variety of classroom materials from which the teacher can judiciously select items for study that satisfy the needs and interests of the individual class.

Certain themes reoccur in each unit to assist the teacher in developing and reinforcing student behaviors relating to courtesy, integrity, thrift, health and safety, respect for law and order, faithfulness, appreciation for family, regulation of leisure time, ability to solve problems, and tolerance for individual differences.

Suggested "time" allotments have been provided for the various units in the course of study. In certain instances a "block" of time has not been alloted for social studies on the master curriculum calendar, even though instruction is suggested in this publication. A balance of content is achieved as the social studies content is integrated with that of other subjects in the curriculum.

The teacher will also find the appendices to be useful in guiding the student as he learns to adjust to the neighborhood and community. Many community agencies offer excellent services in support of this effort. Their addresses have been included when available.

ACKNOWLEDGMENTS

The Instructional Planning Branch expresses appreciation to the following members of the Special Committee who served in an advisory capacity during the development of this senior high school course of study for educable mentally retarded students:

Hal Arthur	Grant Senior High School
Robert Danielson	Zone D Office
Samuel Davis	Fremont Senior High School
John Dimry	Zone A Office
Lyna Goodson	Francis Poly Senior High School
Edison Griffith	Zone B Office
Wesley Kleven	Curriculum Consultant, EMR
Paul Quisimberto	Zone A Office
Dorothy Riley	Zone C Office
Joan Swartzlander	University Senior High School

Special thanks are conveyed to Helma B. Coffin and Michael C. Seeger, Special Programs Unit, for their advice in the development of this project.

Special appreciation is expressed to PETE FERRY, Curriculum Consultant, for his excellent contributions in organizing, developing, and writing this publication.

AL CASLER
Coordinator
Program for EMR Pupils

VENETTA WHITAKER
Curriculum Supervisor
Program for EMR Pupils

JACK R. McCLELLAN
Administrative Coordinator
Instructional Planning Branch

APPROVED:

ROBERT W. LAMSON
Assistant Superintendent
Division of Planning and Research

J. GRAHAM SULLIVAN
Deputy Superintendent

TABLE OF CONTENTS

TO THE TEACHER iii

ACKNOWLEDGMENTS iv

PURPOSES OF THE PROGRAM FOR EMR PUPILS viii

PURPOSES OF THE SOCIAL STUDIES PROGRAM ix

SEQUENCE AND SUGGESTED TIME ALLOTMENT x

UNIT I. THE EARTH IS A DEPENDENT UNIT IN A VAST UNIVERSE . 1
- The Constantly Moving Earth 1
- Measurements of "Time" 1
- Day and Night 1
- The Four Seasons 3
- Conservation as a Regulation of Nature 3
- The Tools of Geography 4
- The Earth's Surface 6
- The Earth's Resources 7

UNIT II. MAN USES MANY GROUPS IN AN ATTEMPT TO DEVELOP A BETTER WORLD FOR EVERYONE 9
- Racial Groups 9
- Ancestry of the American People 10
- Man's Religious Groups 12
- Other Membership Groups 15

UNIT III. MAN USES INDIVIDUAL CHARACTERISTICS AND POTENTIAL TO CREATE A BETTER PERSONAL LIFE FOR HIMSELF AND OTHERS 21
- Financial Security 21
- Social Life 24

UNIT IV. THE WORLD PROGRESSES AS MAN WONDERS, EXPLORES, EXPERIMENTS, AND INVENTS 27
- Discovery and Cooperation 27
- Exploration. 27
- Machinery 28
- Electricity 30
- The Engine 32
- Air and Space Flight 34
- Science and Technology 36

UNIT V. AMERICAN CHARACTERISTICS AND CUSTOMS DEVELOP AS MAN SEEKS BETTER LIVING CONDITIONS 37
- Colonial Origins of the American Tradition 37
- Customs Inherited from Our Forefathers. 39

The Developing American Tradition 43
Coast to Coast Expansion of The Nation 44
Influence of Mexican American Heritage in Los Angeles 44
Problems of the Growing West 45

UNIT VI. AMERICA HAS GROWN STRONGER BY ATTEMPTING TO SETTLE DIFFERENCES OF OPINION THROUGH GOVERNMENT AND LAW 46
The American Revolution 46
The Constitution of the United States of America 50
Overcoming Weaknesses in the System of Government 51

UNIT VII. AMERICANS WORK TOWARD A BETTER LIFE THROUGH EDUCATION AND LEARN TO USE LEISURE TIME PROFITABLY 55
Education 55
Leisure Time 56

UNIT VIII. DAILY LIFE IS INFLUENCED BY THE RULES AND REGULA - TIONS MEN WRITE IN THEIR EFFORTS TO LIVE PEACEFULLY TOGETHER 66
Juvenile Laws 66
Business Laws 68
Personal Responsibility Laws 68
Public Safety Laws 70
Criminal Laws 71
The Court System 71

UNIT IX. EACH MEMBER OF THE FAMILY UNIT HAS THE OBLIGATION TO SAVE AND EXPEND FAMILY MONEY CAREFULLY 73
A Standard of Living 73
Budgets 73
Credit Ratings 74
The Increased Purchasing Power of Money 74
Methods of Saving Money 77

UNIT X. MAN USES INDIVIDUAL CHARACTERISTICS AND POTENTIAL TO DEVELOP A FAMILY UNIT. 80
Preparation for Marriage 80
Mutual Agreements to Be Made Prior to Marriage 80
Marriage as a Legal Contract 81
Marital Problems 82
Family Health and Safety 84
Family Conferences 88

APPENDIX A.
RECREATIONAL FACILITIES AND POINTS OF INTEREST IN LOS ANGELES AND SURROUNDING AREAS 91

APPENDIX B.
SEASONAL EDUCATIONAL AND RECREATIONAL EVENTS IN AND AROUND LOS ANGELES 89

APPENDIX C.
HOBBIES THAT ARE THE TOPIC OF CERTAIN PERIODICAL LITERATURE 93

APPENDIX D.
GOVERNMENTAL AND OTHER PUBLIC AGENCIES THAT MIGHT BE SOURCES OF SUPPLEMENTAL INFORMATION 94

APPENDIX E.
CHARITABLE GROUPS THAT MIGHT ACCEPT VOLUNTEER HELP 96

PURPOSE OF THE PROGRAM FOR EMR STUDENTS

The purpose of the instructional program for educable mentally retarded students in the senior high school is to assist them in becoming well adjusted, contributing, and self-supporting members of their community by meeting realistically their educational and training needs. The program is designed to help students to:

- Understand and adjust to the physical environment.
- Become responsible family members.
- Learn to maintain desirable mental and physical health habits.
- Accept personal and civic responsibility.
- Learn the basic communication, computation, and consumer skills.
- Develop the ability to hold jobs.
- Appreciate beauty and learn desirable leisure-time activities.

PURPOSES OF SOCIAL STUDIES PROGRAM

The social studies program in the senior high school will assist educable mentally retarded pupils to:

- Relate to the physical environment.

- Understand why the earth's resources must be conserved.

Grade 10

- Accept his fellow man and differences in race, religion, creed, or national origins.

- Develop the desire to become self supporting.

- Become adjusted to the social world.

- Appreciate and use the products of man's intelligence.

- Recognize and practice the traditions upon which the nation has been built.

Grade 11

- Acquire knowledge about the history of the United States.

- Practice good citizenship.

- Recognize the advantages of living in the United States.

- Make the best utilization of leisure time.

- Understand and accept adult legal responsibilities.

- Recognize the necessity for practicing thrift.

Grade 12

- Regulate spending by planning for the future.

- Avoid "family life" problems by anticipating and preparing solutions for problems.

- Observe basic practices of health and safety.

SEQUENCE AND SUGGESTED TIME ALLOTMENT

Grade 10

I. THE EARTH IS A DEPENDENT UNIT IN A VAST UNIVERSE

The Constantly Moving Earth
Measurements of "Time"
Day and Night
The Four Seasons
Conservation as a Regulation of Nature
The Tools of Geography
The Earth's Surface
The Earth's Resources

Suggested
Time Allotment: 10 weeks

II. MAN USES MANY GROUPS IN AN ATTEMPT TO DEVELOP A BETTER WORLD FOR EVERYONE

Racial Groups
Ancestry of the American People
Man's Religious Groups
Other Membership Groups

Suggested
Time Allotment: 15 weeks

III. MAN USES INDIVIDUAL CHARACTERISTICS AND POTENTIAL TO CREATE A BETTER PERSONAL LIFE FOR HIMSELF AND OTHERS

Financial Security
Social Life

Suggested
Time Allotment: 15 weeks

Grade 11

IV. THE WORLD PROGRESSES AS MAN WONDERS, EXPLORES, EXPERIMENTS, AND INVENTS

Air and Space Flight
Science and Technology

Suggested
Time Allotment: 6 weeks

V. AMERICAN CHARACTERISTICS AND CUSTOMS DEVELOP AS MAN SEEKS BETTER LIVING CONDITIONS

Colonial Origins of the American Tradition
Customs Inherited from Our Forefathers
The Developing American Tradition
Coast to Coast Expansion of the Nation
Influence of Mexican American Heritage in Los Angeles
Problems of the Growing West

Suggested
Time Allotment: 10 weeks

VI. AMERICA HAS GROWN STRONGER BY ATTEMPTING TO SETTLE DIFFERENCES OF OPINION THROUGH GOVERNMENT AND LAW

The American Revolution
The Constitution of the United States of America
Overcoming Weaknesses in the System of Government

Grade 11 Cont'd.

Suggested
Time Allotment: 10 weeks

VII. AMERICANS WORK TOWARD A BETTER LIFE THROUGH EDUCATION AND LEARN TO USE LEISURE TIME PROFITABLY THROUGH RECREATION

Education
Leisure Time

Suggested
Time Allotment: 14 weeks

Grade 12

VIII. DAILY LIFE IS INFLUENCED BY THE RULES AND REGULATIONS MEN WRITE IN THEIR EFFORTS TO LIVE PEACEFULLY TOGETHER

Juvenile Laws
Business Laws
Personal Responsibility Laws
Public Safety Laws
Criminal Laws
The Court System

Suggested
Time Allotment: 10 weeks

IX. EACH MEMBER OF THE FAMILY UNIT HAS THE OBLIGATION TO SAVE AND EXPEND FAMILY MONEY CAREFULLY

A Standard of Living Budget
Credit Ratings
The Increased Purchasing Power of Money

Grade 12 Cont'd.

Methods of Saving Money

Suggested
Time Allotment: 15 weeks

X. MAN USES INDIVIDUAL CHARACTERISTICS AND POTENTIAL TO DEVELOP A FAMILY UNIT

Preparation for marriage
Mutual Agreements to Be Made Prior to Marriage
Marriage as a Legal Contract
Family Health and Safety

Suggested
Time Allotment: 15 weeks

UNIT 1. THE EARTH IS A DEPENDENT UNIT IN A VAST UNIVERSE

A. The Constantly Moving Earth

1. Develop an appreciation of the relationship between the planets and our sun.
   a. Sizes and distances
   b. Theories about life on other planets
   c. Man's historical interest in space

2. Discuss the concept of "universe."

B. Measurements of "Time"

1. Recognize that the earth spins on an imaginary axis as it travels forward in an elliptical path around the sun.
   a. Synchronizing clocks to the earth's spinning movement
      1) Mesopotamian origins of counting in units of 60
      2) A. M. and P. M.
      3) International Date Line
   b. Establishing calendars based on the earth's movement around the sun
      1) Origins of our present calendar year
      2) Derivations of the names of months
      3) Leap year

2. Become familiar with ancient methods of measuring time.
   a. Clocks
      1) The sun dial
      2) Sand, candle, and water clocks
      3) "Watch tower relief" or "crow of the cock" time systems
   b. Calendars
      1) Egyptian flood calendar
      2) Greek Olympiads
      3) Roman systems

C. Day and Night

1. Become familiar with the reasons for the sunrise and sunset.

2. Study the effects of day and night on man.
   a. Fear of darkness
   b. "Night" in the past, present, and future
   c. Eliminating the limitations of darkness
      1) Thomas Edison and Benjamin Franklin
      2) Industry and government
         a. Bringing electricity to Los Angeles
         b. Maintaining the 150, 000 street lights in Los Angeles

3. Point out the expanding effects of electric lights on man's use of night hours.

a. Recreational facilities
b. Night driving
c. Safety on city streets
d. Jobs
    1) Local night industries
    2) Movie and television industries
    3) Advantages and limitations of working on "night" jobs

4. Recognize that the ocean has physical features.
    a. Highland, lowland, canyon, and shelf areas
    b. Islands
        1) Mountain top
        2) Volcanic
        3) Coral
    c. Currents

5. Study how mountains and valleys are formed.
    a. Earthquakes
        1) Earthquake fault areas in and near Los Angeles
        2) Causes of earthquakes
        3) Safety procedures to follow in the event of earthquakes
    b. Volcanic eruptions
        1) Current active volcanoes
        2) Historic volcanoes
    c. Soil erosion
        1) Local mountains
        2) Grand Canyon
        3) Local community

6. Develop an appreciation of man's role in the creating of many of the earth's interesting features.
    a. River control
        1) Hansen Dam, Sepulveda Basin Dam, Big Tujunga Dam, San Gabriel Canyon Dam
        2) Los Angeles River
            a) Alternate stretches of concrete and deep rock used to force water underground
            b) Pump stations
                1 Local use
                2 Steam turbines on electric generators
            c) Second largest underground river in the world
            d) Effects of flooding on early settlements
            e) Disasterous floods of recent times
    b. Storm drains and sewer systems
    c. Bridges
        1) Architectural features of the 1,100 bridges in Los Angeles
        2) Purposes
        3) Local bridges
    d. Buildings
        1) Civic buildings and public recreational complexes

a) Greek/eastern influences on architecture
b) Modern architecture
c) Earthquake proof public buildings

2) Sports arenas
3) School buildings
4) Large commercial structures
5) Homes
   a) Architectural types
   b) Methods of improving appearance
6) Building materials used locally
   a) Sources
   b) Types
   c) Job availability in these industries

D. The Four Seasons

1. Discuss the effect of the sun's rays on the earth as the earth tilts on its axis.
   a. Polar, temperate, and tropic zones
   b. Seasonal climatic changes
   c. Differing intervals between sunrise and sunset

2. Recognize man's attempts to control his physical environment.
   a. Heating and air conditioning
   b. Clothing
   c. Commercial products such as anti-freeze, tire chains, and air cooled engines
   d. Regional differences in housing construction

3. Understand how seasonal changes affect man's daily life.
   a. Sports
   b. Summer and winter recreation
   c. School vacations
   d. Business activities

E. Conservation as a Regulation of Nature

1. Develop an appreciation of the necessity for environmental control.
   a. Effects of air and water pollution
      1) Current research
      2) Effect of smog on forests
   b. Sources of pollution
   c. Attempts of government to regulate pollution
      1) Rules of the Air Pollution Control District
         a) Industry
         b) Homeowner
         c) Automobile
      2) City trash collection service
      3) Sewage disposal system with 5, 000 miles of sewer lines

4) Litter laws
5) State Department of Fish and Game regulations concerning water pollution

2. Develop an understanding of the necessity for wildlife conservation.
   a. Extinct species of animal life
   b. Vanishing species
   c. Government efforts to conserve wildlife
      1) Rules for hunters, including those related to areas, limits, and types and sizes of game
      2) Wildlife census
      3) Government-sponsored game preserves
      4) Protected species

3. Identify the reasons for conserving other natural resources
   a. Forest conservation
      1) Government agencies
      2) National, state, county, and city park systems
         a) Regulations controlling their use
         b) Courtesies when using them
      3) "Fire" regulations in forested areas
   b. "Oil" conservation
      1) Limitations on production
      2) Locations and types of drilling "rigs"
      3) Quality controls
   c. Regulation of the "mining" industry
   d. Water conservation practices

4. Become familiar with personal conservation practices
   a. School
   b. Home
   c. Community

F. <u>The Tools of Geography</u>

1. Recognize maps as tools that are used to define the earth's locations and features.
   a. Basic map knowledge
      1) Compass directions
         a) Streets in the community
         b) Sunrise and sunset
         c) Common phrases, such as "up north," "down south," "out west," "back east," "westerner," "southerner," "northwind," "south of the border," "southern California," "North and South Dakota," "South Central Los Angeles," and "East L. A."
      2) Sea level elevations
         a) Measurement of sea level

b) Local community elevation in relation to sea level
c) Elevations of surrounding mountains
d) Difference between elevation-above-sea-level and altitude

3) Colors and shades
   a) Elevation
   b) Political boundaries
   c) Rainfall, temperature
   d) Population density
      1 Factors that influence density
      2 Local community population density
   e) Designations on historical maps
      1 War locations
      2 North, South
      3 Changes in political control

4) Lines
   a) Roads, streets, highways, freeways
   b) Creeks, streams, rivers
   c) County, state, national boundaries
   d) Other uses

5) Street and highway maps
   a) Index and grid
   b) Street and highway designations
   c) Other information

6) Dots
   a) Small town
   b) City
   c) Metropolis or capitol

7) Scale
   a) Location of map legend
   b) Interpretion of scale

8) Physical features
   a) Deserts and mountains
   b) Oceans, seas, lakes
   c) Climate zones
   d) Areas uninhabitable by man
      1 Survival techniques
      2 Eskimos, desert nomads, high mountain climbers, jungle tribes

9) Sources of geographic information
   a) Atlas
   b) Gazateer
   c) Encyclopedias
   d) Magazines, such as National Geographic, Natural History
   e) Newspapers and periodical literature
      1 Weather maps and information
      2 Political maps and war maps

b. Types of maps

1) Political
2) Physical
3) School
4) Travel
5) Historical
6) Globes
7) Regional
8) Weather
9) Geological
10) Bus route

2. Become familiar with the many maps encountered daily.
   a. Street and highway
   b. Bus routes
   c. Newspaper weather maps
   d. Community points of interest
   e. School site

G. The Earth's Surface

1) Develop an understanding that the earth is divided into oceans and continents.
   a. Names
   b. Locations

2. Recognize the physical features of the land portions of the earth.
   a. Mountain
   b. Valley
   c. Seacoast
   d. Desert
   e. Highland and lowland

3. Develop an understanding of climate.
   a. Local climate
   b. Newspaper comparisons of climates around the world
   c. Effects of climate on jobs and working conditions

4. Recognize that man has created many of the earth's interesting features.
   a. Seven wonders of the ancient world
   b. Wonders of the modern world
      1) Sewers, storm drains, pipe line systems, and tunnels
      2) Skyscrapers, underground buildings, enclosed sports arenas
      3) Railroads, electric transmissions lines, super-sonic airports
      4) Harbors, canals, man-made rivers and lakes

H. The Earth's Resources

1. Develop an appreciation for wildlife and domesticated animal life as an important natural resource.
   a. Products derived from domesticated animal life
   b. Products derived from wildlife, including fish
   c. Government controls on dairy, meat, fish and poultry industries
      1) Inspection and grading
      2) Animal immunization
      3) Certification

2. Recognize the differences between natural forestation and agricultural and domestic growth.
   a. Wood and wood pulp products
      1) Home, school, and community uses
      2) Root medicines
      3) Conservation efforts
   b. Agricultural products
      1) Local production
      2) Types of farming
      3) Government regulations
      4) Sources of common food items
      5) Jobs available in agriculture
      6) Cost factors in food production
   c. Community trees, lawns, shrubs, flowers, and forest areas
      1) Effects of vandalism
      2) High cost of nursery products
      3) Public and private efforts to beautify community
      4) School programs in horticultural sciences
      5) Fire and litter laws

3. Become informed about the uses man makes of mineral products.
   a. Uses of iron, aluminum, glass, cement
   b. Factors influencing the value of precious metals
   c. Process of refining minerals for man's use
   d. Job opportunities in local refining industries

4. Discover reasons why water is man's most valuable natural resource.
   a. Sources of drinking water in Los Angeles area
      1) Aqueduct
      2) Underground rivers and wells
      3) Desaltation plants
      4) Mountain streams and springs
      5) Water pipes from reservoir to home
   b. Methods of conserving water
      1) River control and water storage
      2) Control of home water uses

a) Repair of leaky faucets
b) Brick in toilet reservoir tank
c) Timed control of garden water use

3) Governmental controls in times of drought

c. Job opportunities in the Department of Water and Power

UNIT II. MAN USES MANY GROUPS IN AN ATTEMPT TO DEVELOP A BETTER WORLD FOR EVERYONE

A. Racial Groups

1. Discuss geographic origins of various racial groups.

2. Note differences in physical characteristics of each racial group and learn to appreciate likenesses and differences.

3. Recognize the continuing contributions of all races toward the creation of a better world.

   a. United Nations
   b. International cultural exchanges
   c. Foreign exchange student program
   d. Foreign trade

4. Develop an appreciation that all people are ultimately judged for their productivity and personal contributions to the world rather than for their physical characteristics.

5. Be aware that intolerance and prejudice are bred by ignorance and fear.

   a. Some fears bred by ignorance
      1) Darkness
      2) Strangers
      3) New School or job situations
      4) Unexpected occurrences
   b. The obligation to "learn" tolerance
      1) Resources
         a) Personal contact
         b) Magazines and books
         c) Teachers
         d) Television
         e) Other media
      2) The stereotype
         a) Identifying
         b) Recognizing generalizations made from reports in newspapers or on television or radio broadcasts
         c) Avoiding the tendency to generalize concerning a group because of experience with an individual
   c. The necessity of understanding "why" something was done in an effort to understand that which was done.
      1) Circumstances altering any human act
      2) Intentions behind specific rules and regulations
      3) Acceptable and unacceptable excuses for infractions of rules or regulations
   d. Groups that have overcome prejudices by dispelling fear with

knowledge
1) American descendants of European peasant heritage
2) Black American descendants of slaves
3) Descendants of the Mexican American village laborers
4) Contributions of persons with physical handicaps
a) President Franklin D. Roosevelt, who was a paralytic
b) Helen Keller, who was blind
c) President Taft, who weighed 300 pounds

e. Differences of individuals contribute toward the "Great Society"
1) Representative government
2) Foods
3) Clothing styles
4) Religions
5) Languages
6) Customs, manners
7) Holidays
8) Medical knowledge
9) Law and law enforcement
10) Recreational interests

6. Discover how our studies about people, places, and things are designed to develop personal tolerances for the individual differences encountered in life.
a. Every man as a unit of strengths and weaknesses
b. Adages such as "Do unto others as you would have them do unto you."
c. Development of a custom from a fad
d. Interest gained from learning about new things

B. Ancestry of the American People

1. Discuss interesting theories on how the first men came to America.

2. Note that the term "nationality" can refer to ancestral origins, such as the following:

Japan - Japanese	Mexico - Mexican
China - Chinese	Africa - African
Asia - Asian	Europe - European
Ireland - Irish	Italy - Italian

3. Become familiar with the varied ancestral origins of the American people.
a. European heritage
1) Reasons people left Europe
a) Famine
b) Religious or political persecution
c) Prospects of better economic conditions
2) Present-day immigration from Europe

a) Immigrants from community
b) Immigration controls

3) Contributions of European immigrants

b. African heritage

1) The slave trade

2) African contributions to the American heritage

a) The Egyptian civilization
b) Discovery and exploration of America
c) The contributions of African slave labor to the development of the United States

3) Afro-American achievements despite severe hardships

a) Achievements of black people in the community and school
b) Value of education in overcoming problems
c) Achievements of Black Americans in absorbing Western Civilization in 100 years although the civilization took 2, 000 years to develop

1/ Economic independence
2/ Personal accomplishments
3/ Cultural events in the Black Community
4/ World-famous Black Americans

c. Mexican American heritage

1) Contributions in the development of the southwestern United States

2) Parts of America claimed by Columbus for Spain

3) Mexican acquisition of Spanish possessions, including Southern California

4) Mexican American influences on our community

a) Names of streets, cities, and counties in Southern California
b) City seal
c) Foods, holidays, and other recreational events
d) Architecture

5) Contributions of people of Mexican American ancestry

a) Local and community leaders
b) National leaders

d. Arrival of persons of Asian ancestry at the western ports of America

1) Reasons why settlers from Europe and Africa landed on the Atlantic Coast while Asians arrived on the Pacific Coast

2) Contributions of Asian Americans to the American heritage

a) Agriculture
b) Military contributions during World War II
c) Foreign trade
d) Local business

e) Landscaping and plant development
f) Community leaders

3) Friendly relations between the United States and most Asian nations after World War 11

e. The American Indian: "The First American"

1) Indian inhabitants of Los Angeles
a) Street and community names of Indian origin
b) Tribal origins of Indian students in the school
c) Recent research of the length of time that Indians have inhabited the region that became Southern California

2) Displacement of North American tribes by foreign settlers

3) Attempts by the United States Bureau of Indian Affairs to help the American Indian

4) Contributions of "The First Americans" to the American heritage
a) The heritage of personal virtue
1/ Bravery and courage
2/ Family and tribal devotion
3/ Organized tribal government
4/ The dignity of labor
b) Agriculture
c) Fine arts
d) Resources for learning about the American Indian

C. Man's Religious Groups

1. Recognize that most religions have moral or spiritual fulfilment as a goal.
a. Definitions of happiness, excluding the concepts of "fun" and "feeling good"
b. Relationship between the concepts of happiness and responsibility
1) Examples of responsible social behavior
a) Obeying traffic laws
b) Honest work for wages received
c) Courtesy while waiting in lines
2) Examples of anti-social or irresponsible behavior
a) Fighting
b) Breaking street lights
c) Breaking glass on public sidewalks or beaches
d) Using narcotics
e) Littering
3) Social courtesies that exhibit the trait of responsibility

2. Develop an understanding that most religions work to teach moral values, such as appreciation, cooperation, courage,

faith, generosity, good will, honesty, kindness, loyalty, respect for law and order, responsibility, and reverence.

a. Positive effects of personal virtue

b. Relationship between moral values and judgments concerning right and wrong

1) Infractions of classroom rules

2) Maturity indicated by choices between right and wrong

3) Privileges and trusts extended on the basis of one's ability to make correct choices between right and wrong

c. High moral standards demanded by industry

1) Insistence on obedience to school rules as part of job training

2) Unintentional industrial accidents and those caused by irresponsible behavior

3) Background checks on personal lives indicated in the job application form

d. The development of personal liberty through the acquisition of moral standards

1) Negative effects of crowd standards of behavior on personal freedom

2) Personal moral standards of great leaders, athletes, showmen, and other respected people

3. Become familiar with the contributions of organized religions and charitable groups to the community.

a. Services offered by religious and charitable groups

1) Collecting and selling discarded goods so profits can be given to those in need

a) Types of goods which can be donated

b) Community locations where goods can be donated

2) Providing free breakfasts to school children

3) Housing, clothing, and feeding indigent men and women

4) Furnishing food or money to those in need of immediate help

5) Collecting and repairing toys for needy children

6) Providing for the needs of orphans

7) Providing care for the aged

8) Offering summer camp opportunities to those unable to pay for them

9) Providing fatherly companionship to those without fathers

10) Volunteering services through local hospitals

a) Groups of local interest

b) Candy striper program

c) Future job possibilities in the hospital

b. Educational opportunities provided by local religious groups

1) Local parochial and private schools, from kindergarten through university
2) Contributions of local private schools
   a) Cultural
   b) Athletic
   c) Other programs

c. Opportunities to support charitable causes and institutions
   1) Charitable drives for money
      a) Cookie drives, subscription sales
      b) Telethons
      c) Raffles
      d) Bazaars, fiestas, dinners
      e) Paper drives
      f) Door to door solicitation
   2) Charitable work available in the community
      a) Visiting the sick and bedridden
      b) Shopping for those unable to do so
      c) Assisting the handicapped with yard work
      d) Assisting local groups with ground or building maintenance

4. Develop an understanding that every individual has the right to join or not join a religious institution and that this right is protected in the constitution.
   a. Historical origins of "freedom of religion"
   b. Relationship between "tolerance" and "freedom of religion"
      1) Recognizing the intolerance of "Hitlers"
      2) Developing religious tolerance through knowledge
         a) Local religious institutions and their benefits to the community
         b) Titles such as the following:

rabbi	nun	brother	pastor
priest	father	deacon	reverend
minister	sister	bishop	elder

         c) Significance of particular religious holidays
         d) Origins of specific religious practices
         e) Significance of garments worn in religious services

5. Become info rmed about the influence of religious groups on the development of our community.
   a. Origin of the city's name
   b. Religious origins of names of surrounding communities
   c. Contributions of the mission system to the development of Los Angeles
   d. Significance of the city's seal
   e. Local church structures that have been designated as historical landmarks

f. Religious origins of winter and spring school vacations
g. Influence of religious groups on community history

D. Other Membership Groups

1. Recognize that, through birth or naturalization, man is a citizen member of his home, school, city, county, state, and nation.
   a. Contract as the basis for citizenship
      1) Written
         a) School insurance forms
         b) Credit cards
         c) Driver's license application
         d) House rental agreements
         e) Car purchase agreements
      2) Oral
         a) Agreements for performing simple services
            1 Mowing lawns
            2 Washing a car
            3 Baby sitting
         b) Integrity and oral contracts
         c) Hazards of oral contracts
      3) Implied contracts, such as the agreement between
         a) Citizen and government
         b) Student and school system
         c) Family and its members
      4) Compliance with terms of contract
         a) Court enforcement
         b) Varying degrees of punishment for breaking a contract
         c) American tradition of complying with terms of contract
         d) Attorneys and collection agencies
   b. Student body citizenship
      1) Contract obligation of the school to student
         a) School curriculum
         b) Extra curricular activities
         c) Meeting the changing needs of population
      2) Student's obligation to the school
         a) Compliance with rules and regulations
            1 Attendance laws
            2 School safety
            3 Protection of school property
         b) Realization of academic potential
         c) Utilization of school resources to develop other talents
      3) Enforcement of school/student contracts
         a) Disciplinary measures
         b) Recourse to elected officials

c. City and county citizenship
   1) Charters of city and county governments
      a) City as a group of citizens banded together to form a government to serve its needs
      b) Relationship between city, county and state governments
   2) Obligations of city and county government to citizen
      a) Police and fire protection
      b) Zoning laws
      c) Tax service
      d) Welfare service
      e) Medical and ambulance services
      f) Traffic control and other public safety measures
   3) Citizen's obligation to local government
      a) Paying property and other taxes
      b) Voting for people who will serve the best interests of community
      c) Obeying laws

d. Citizenship in the State of California
   1) Physical boundaries and features of the state
   2) Services rendered by state government
      a) Agricultural assistance and advice
      b) Freeway construction
      c) River control
      d) Snow clearance
      e) Highway patrol
      f) Air and water pollution control
      g) Welfare assistance
      h) Assistance to schools
   3) Citizen's obligations to state government
      a) Taxation by income and sales tax
      b) Obedience to laws such as highway speed laws
      c) Support of elected officials
   4) Civil service
      a) Job catagories in city, county, state, and federal governments related to marketable skills
      b) Contributions of the civil servant
      c) Advantages and disadvantages of working as a civil servant

e. Citizenship in the United States of America
   1) Constitution and laws written by citizen representatives
   2) United States government as an agent of the people
      a) Names, titles, and functions of famous elected officials

b) Citizen influence on government officials
   1 Lobbyist
   2 Communication through letters, telegrams, visits to offices
c) Historical development of various government services

3) Citizen's obligations to the federal government
   a) Paying income tax
   b) Offering services to the government: "Ask not what your country can do for you, but what you can do for your country." (John F. Kennedy)
   c) Electing the best officials
      1 Procedures for registering to vote
      2 Methods of learning about candidates
      3 Understanding the ballot
      4 Mechanics of the election "booth"
   d) Working for changes beneficial to the people
      1 Electioneering
      2 Peaceful protest
      3 Petitions

4) Services of the federal government
   a) Stipulations in the preamble to the constitution
   b) Military protection and national defense systems
      1 The draft system
      2 Registration for the draft
      3 Military terminology
      4 Branches of service; advantages, disadvantages; and length of service required
      5 Opportunities for occupational training
      6 Deferments and exemptions
   c) Federal bank controls
   d) Army Corps of Engineers and flood control
   e) Social security system
   f) Pure food and drug regulations
   g) Enforcement of laws
   h) Transportation system
   i) Alleviation of urban problems

5) Efforts of federal government to improve or create services that have been inefficient or non-existent
   a) Education
   b) Medicare
   c) Job training
      1 Local programs
      2 Opportunities through community adult schools and occupational training centers operated by Los Angeles City Schools

d) Conservation efforts
e) Laws substantiating the concept of "liberty and justice for all"
1 Fair housing
2 Equal employment opportunity
3 Civil rights
4 "Equal pay for equal work"
5 Enforcement

2. Become familiar with the groups that men establish for their own betterment and for the improvement of their community.
a. Obligation of members to work toward achieving the general purposes of the organizations
1) Selecting capable leaders
a) Qualifications of good club leaders
b) Titles of club officers
c) Dues
1 Regulation
2 Prompt payment
2) Maintaining requirements of membership
a) Club application forms
b) Restrictive regulations pertaining to membership
1 Class or grade-level groups in school
2 Groups requiring active community involvement
3 Special interest groups, such as camera club, lettermen's club, book club, rock collectors
3) Being active in club affairs
a) The "joiner"
b) Careful budgeting of personal time between home and groups
c) Cooperation with leaders
d) Contributions through performing small tasks
4) Observing behavior standards at club meetings
a) Necessity for efficient use of meeting time
b) "Sergeant-at-arms"
c) Courtesies required at club meetings
1 "The floor" Recognize Motion
chairman Ballot Majority
Speaker Committee "Come to order"
2 Traits of a good listener
3 Cleaning area after meetings
4 Effect of misconduct on club meetings
b. Community organizations
1) Groups promoting direct community improvement
a) PTA, school volunteers, and others

b) Neighborhood betterment groups
c) Kiwanis, Lions, Rotary, Optimist, Ser-optomist, and others
1 Contributions to community
2 Membership requirements
3 Local meeting places, times, days of week
d) School clubs formed for the purpose of beautifying school or neighborhood
e) Charitable groups

2) Groups promoting community betterment through political activity
a) Neighborhood improvement associations
1 Traffic light installation
2 School improvement and support
3 Noise abatement programs
4 Anti-litter campaigns
5 Community "clean-up" campaigns
6 Zoning interest
b) Political parties
1 Selecting candidates for offices
2 Costs of political campaigns
3 Methods of campaigning
4 Titles of local political leaders and services that they perform
5 Organization of the political party
a Local precinct
b County, state, and federal
6 Opportunities to participate in electioneering
a Courtesies to observe in distributing literature
b Volunteer jobs available at a party headquarters

c. Social clubs
1) Individual interest groups
a) Square dance clubs
b) Bridge clubs
c) Travel groups
e) Youth clubs and activity groups
f) Little League and other athletic groups
2) Charitable social clubs
a) Organizations which raise funds by giving dinners, shows, parties, debutante balls
b) Volunteer organizations for Children's Hospital, orphanages, City of Hope, American Cancer Society, American Heart Association, and others

d. Ethnic interest clubs

1) Hibernians, MAPA, B'nai Brith, NAACP, Japanese-American clubs, and others
2) Local groups of interest

e. Special interest clubs
1) Boy Scouts, YMCA, YWCA, CYO, and others
2) Groups concerned with collecting rocks, stamps, coins, bottles, or antiques
3) Athletic associations
4) Car and motorcycle clubs; camping clubs
5) Groups in the local school
a) Membership requirements
b) Meeting time, place
c) Forming new school clubs
1/ Permission and sponsor
2/ Purposes
3/ Charter groups
4/ Written constitution
6) Organizations helping economic interest of members
a) Credit unions
b) Membership department stores
c) Investment groups
d) Chambers of commerce
e) Labor unions
7) Professional organizations
a) Doctors and the AMA
b) Lawyers and the Bar Association
c) Teachers and their groups

UNIT III. MAN USES INDIVIDUAL CHARACTERISTICS AND POTENTIAL TO CREATE A BETTER PERSONAL LIFE FOR HIMSELF AND OTHERS

A. Financial Security

1. Develop the understanding that people usually depend on a "job" for income.
   a. Relationships between income, personal skills, and abilities
      1) Marketable skills and occupational training
      2) Interests and aptitudes
      3) Personal goals
   b. Written or oral contract between employer and employee
      1) Employer's obligations
         a) Wages and Fringe benefits
         b) Safe working conditions
         c) Health regulations and other pertinent laws
         d) Pleasant place in which to work
         e) Opportunities for advancement
      2) Employee's obligations
         a) Honest work effort
         b) Efficient use of time
            1 Punctuality
            2 Competitive work rate
            3 Use of idle time for company benefit
            4 Prompt return from "coffee" breaks
         c) Compliance with rules and regulations
         d) Personal appearance
            1 Company standards
            2 Uniforms
               a Costs
               b Agreements as to who pays costs
               c Advantages and disadvantages of wearing work uniforms
         e) Protection of health and physical condition
            1 High cost of "sick time" to employer
            2 Relationship between task performance and physical condition
            3 Health insurance and its benefits to employer and employee
         f) Development of skills required by job
         g) Rejection of job opportunities beyond present skills or abilities
         h) Loyalty to employer
            1 Respect for company property
            2 Promotion of company interests
            3 Regard for company interest in conversation
            4 Acceptance of the "griper" but not the "gripe"

5 Cooperation with supervisors and fellow employees
6 Giving advance "notice" before quitting a job
7 Acceptance of employer's decisions on promotions

i) Acceptance of criticism for personal development
1 Obligation of supervisory personnel to criticize
2 Purpose of criticism
3 Utilization of suggestions for improvement

c. Factors contributing to job permanence
1) Cooperative employer and employee relationship
2) Company profit and loss statement
3) Efficient supervision
4) Hard-working employees
5) Development of employable skills
a) Sources of training
b) Causes of layoffs for untrained workers
1 Automation
2 Increased costs of wages and fringe benefits
3 Company reorganization
4 Displacement by trained workers
5 Technical changes in equipment

d. Wages and fringe benefits
1) The contract
a) Agreement between employer and employee regarding wages
1 Minimum wage law
2 Relationship between wages in different industries for the performance of similar tasks
3 Compensation for training and experience
4 Entry-level wages
b) Criteria for determining fair "raises" in pay
c) Labor union
1 Worker's obligations to support union
a Attend meetings
b Elect good leadership
c Pay dues
d Uphold terms of union contract
e Determine use of union dues by voting at meetings
2 Services offered by the employee's labor union
a Establish just wage

b Work for fair fringe benefits
c Assist in training of employees
d Monitor safe and healthy working conditions
e Administer pension funds
f Administer medical plans
g Assist employee in resolving differences with employer
h Perform other services

3 Strike action
a Causes
b Maintaining friendly relations with employer during a strike action
c Voting to begin or stop a strike
d Advantages and disadvantages of the "strike action"

d) Union contract
1 Length of contract
2 Pertinent terms in most contracts
3 "No strike" clauses

e) Government agencies which assist in employee bargaining

2) The non-union shop

3) Fringe benefits
a) Social Security
b) Unemployment insurance
c) Disability insurance
d) Medical plans, dental plans
e) Paid vacations and holidays
f) Paid "coffee breaks"
g) Profit-sharing plans
h) Sick pay
i) On-the-job-training opportunities

4) The pay check
a) Determine correctness
b) Understand coded deductions
c) Compute pay from wages and hours worked
d) Check for mistakes on vouchers

2. Recognize the obligation of each individual to use income for personal advantage and for the advantage of others depending on that income.

a. Thrifty expenditure of income
1) Relationship between hourly wage and costs of material goods or services
2) Advantages of saving money
3) Common sources of waste in the home and school
4) Increase in dollar's purchasing power

b. Home budget
    1) Determining future needs
    2) Establishing budget books
    3) Protecting money saved
    4) Planning purchases within budget limits
c. Student allowances
    1) Recognizing and appreciating the sources of money
    2) Controlling the urge to spend
    3) Planning for future needs at school
        a) Dues
        b) Fees
        c) Supplies
        d) Recreation
        e) Charitable contributions
    4) Identifying a "luxury" and a "need"
    5) Using outside income
        a) Contributing to support of family
        b) Preparing for the future
        c) Understanding the effects of major purchases on future spending

B. Social Life

1. Study the personal contributions to be made on behalf of the family unit by members of the family.
    a. Performance of routine household tasks
    b. Differences between a "home" and a "hotel"
        1) Services received at home
            a) Accepting service from another family member
            b) Compensating family members for their services
        2) Assigned chores
    c. Opportunities for contributing to the home
        1) Sharing money and material goods
        2) Conversing cheerfully
        3) Behaving with an even temperament
        4) Accepting authority in the home
        5) Complying with rules and regulations
        6) Recognizing rights of others
        7) Showing appreciation
        8) Using family goods carefully
        9) Accepting limits of income

2. Discuss opportunities to develop mature adult social behaviors and attitudes
    a. Dating
        1) The opportunity to practice mature adult behavior
            a) Method of asking for a date

1. Setting time of departure and return
2. Determining "dress" requirements for the occasion
3. Knowing type of occasion, location, and other other details
4. Accepting or rejecting a date tactfully
5. Providing safe and reliable transportation

b) Accepted public courtesies

1. Boy holding a door open for girl
2. Boy allowing girl to pass first
3. Boy walking on traffic side of street
4. Boy offering hand tactfully to help girl from car
5. Girl modestly entering and exiting from a car
6. Modest sitting posture
7. Being moderate in public conversation
8. Avoiding offensive language
9. Respecting and entertaining partner during the date
10. Making proper introductions, including acceptable handshake
11. Showing consciousness of prices
12. Avoiding sensitive areas of conversation, movies, and other topics

c) Books on courtesy by Amy Vanderbilt, Emly Post and other writers

2) The obligation to protect a date's reputation

a) Avoiding the permanent damage done by gossip

b) Observing correct public behaviors

c) Rejecting the use of alcohol and narcotics on dates

1. Avoiding personal degradation that might result
2. Observing safe driving habits

d) Displaying affection

1. The kiss as a sign of affection
2. Awareness of consequences of questionable behavior
3. Unacceptability of public displays of affection

e) Avoiding places of entertainment that have bad reputations

f) Observing the injunction of the adage, "If you can't say anything nice don't say anything at all."

1. Recognizing the total person and not the one fault that may be noted while dating
2. Practicing ways of avoiding gossip

b. Other opportunities to develop mature adult social behaviors and attitudes

3. Understand the necessity for learning how to prepare for social conversations.
   a. Reading newspapers and magazines
   b. Categorizing television programs, sports events, recreational opportunities, or school topics for the sake of conversation
   c. Listening courteously
   d. Speaking courteously
   e. Itemizing topics for discussion
   f. Telling stories and jokes

4. Review the many daily personal contacts that should be used as opportunities to practice social manners.
   a. Home
   b. School
   c. Community

UNIT IV. THE WORLD PROGRESSES AS MAN WONDERS, EXPLORES, EXPERIMENTS, AND INVENTS

A. Discovery and Cooperation

1. Recognize that Columbus had to study diligently before deciding to make his famous voyage.
   a. Superstitions about falling off the flat earth
   b. Defiance of senseless superstitions
   c. Columbus' use of knowledge accumulated by scholars for centuries

2. Develop an appreciaton that Columbus' discovery of America was the result of desire, courage, and study.
   a. Columbus, Ferdinand, and Isabella
   b. Comparison of ocean crossing by sail-driven ship, power-driven ship, and jetliner
   c. Problems Columbus encountered
      1) Poor food supply
      2) Frustrated crew
      3) Disease

3. Develop the understanding that Catholics, Protestants, and Jews and Blacks and Whites were all represented on Columbus' crew.
   a. Cooperation despite differences
   b. Indications of interfaith, interracial cooperation in the community
   c. Importance of understanding the contributions of all groups to the discovery of America

B. Exploration

1. Find out how physical maps of the United States can be used as an aid to understanding the difficulties encountered by explorers as they crossed unknown deserts, mountains, and forests.

2. Note that Southern California was explored and claimed by explorers serving the King of Spain.
   a. Explorer's names indicated in local city, street and school names, such as Balboa, Cabrillo, Portola, Columbus, Fremont, San Fernando, Isabella
   b. Spanish influence on Southern California

3. Study the historical events which lead to an "English speaking" United States.
   a. English explorations and settlements
   b. Influences of Spain, France and England in America prior to the defeat of the Spanish Armanda in 1588
   c. Thirteen original English colonies

d. Some influences of England on the New World
   1) Language
   2) Representative government
   3) Religious institutions
   4) Educational institutions

4. Be aware of areas in which man continues to explore the unknown.
   a. Exploration of outer space
   b. Medical and other scientific research
   c. Archeological expeditions
   d. Oceaneographic explorations
   e. Polar explorations
   f. Exploration of jungles and uncharted deserts
   g. Attempts to verify claims of lost continents, islands, and buried cities
   h. Search for lost treasure, such as Montezuma's and Lucky Baldwin's, and the Lost Dutchman mine

C. Machinery

1. Become familiar with some of the mechanical devices that early explorers used in the discovery and exploration of America.

2. Study the effects of automation
   a. Comparative effects of machinery on man's daily life
      1) Pioneer and modern methods of making clothes, cooking, and building
      2) Modern teenager in school or at leisure
      3) Recreational pursuits of the pioneer
   b. Worker displacement caused by automated factory equipment
   c. Machines that displace farm workers such as the tractor, harvester, plow, planter, crop duster, sprinkling system
   d. Local instances in which machines have displaced man
      1) Necessity for developing an expanded number of job skills
      2) Advantages of learning to operate many machines
      3) Community programs for training machine operators
   e. Jobs not likely to be eliminated by automation
      1) Construction laborer
      2) Custodial services
      3) Equipment operators
      4) Truck drivers
      5) Hospital services
      6) Food services

7) General office
8) Customer services

f. Jobs which may some day become automated

3. Recognize the importance of machinery in modern industry.
   a. Local machinery manufacturers
   b. Manufacturing process from raw material to final product
   c. Machinery and reduced costs
   d. Man's reliance on machinery for major production tasks
      1) Bridge girders
      2) Rocket engine parts
      3) Automobile production

4. Note and observe the essential safety precautions in working around machinery.
   a. High mortality rate for workers because of accidents during the Industrial Revolution
   b. Current statistics on industrial accidents
   c. Safety requirements set by the Los Angeles City Department of Building and Safety
      1) Safety switches on machinery
      2) Protected electrical parts
      3) Covers on all moving parts
      4) Firm foundations for overhead structures
      5) Inspection of elevators and other machines used by the public
      6) Guard rails on elevated platforms
   d. Importance of reading and obeying signs posted on or around machinery, such as:

Do Not Touch	Do Not Cross Line
Emergency Power Switch	Watch Hands
Keep Clear	Do Not Place Hands in Machine
Caution	Handle with Gloves Only
Overhead Cable	Clear Area Before Removing
Beware	Safety Shoes Required
Clearance 14' 3"	Hard Hat Area
Safety Goggles Required	Read Instructions Before Operating
Men Overhead	Danger: Moving Parts
High Voltage	Stop Engine Before Leaving Cab
Do Not Grease	To Be Opened ONLY By Manufacturer
Beware of Blast	Do Not Enter
Acid	
Safety Valve	
Do Not Look at Light	
No Smoking	
Do Not Climb Without Safety Belt	

Employees Only
Boiler

Dangerous fumes: Do
Not Enter for 10 min.

e. Examples of safety rules to observe when working with machinery.
   1) Never place hands in moving machinery for any reason.
   2) Never use water in cleaning electric machinery, appliances, or tools.
   3) Never wear loose clothing when operating machinery.
   4) Always wear goggles when working with power tools and machinery.
   5) Never engage in conversation while operating machinery or power tools.
   6) Always obey instructions and follow directions.
   7) Never operate a machine until you are familiar with all safety precautions.
   8) Never lean on a moving machine.
   9) Never leave an operating machine or power tool unattended.
   10) Never trust the most dangerous part of any power equipment - the operator.

D. Electricity

1. Develop an appreciation of the benefits of electricity to man's daily life.
   a. Modern man's dependence on electricity
   b. Pioneer life complicated by shortened day and increased number of chores performed by hand
      1) Responsibilities of each member of the pioneer family
      2) Contributions that a student can make to the family today compared to tasks performed in the home a hundred years ago

2. Review the benefits mankind derives from the electric light bulb.

3. Itemize the various uses of electricity, both as a necessity and as a luxury.
   a. The telephone
      1) Business reliance on telephones
      2) Time saved by using the telephone
         a) Telephone directory and its uses
         b) Yellow pages used to reduce shopping time
         c) Delivery of personal messages
      3) Telephone courtesy
         a) Clear and pleasant voice

b) Courtesy, not abruptness
c) Accepted phrases
d) Family procedures for answering the telephone
e) Correct dialing
f) Services of the operator

b. Home appliances
1) Time-saving devices
a) Vacuum
b) Laundry appliances
c) Mixers
2) Safe use of home appliances
a) Never place electric appliances such as the following near water.
1 Radios
2 Electric clocks
3 Phonograph
b) Never place hands in moving parts of electric appliances.
c) Never use appliances with frayed electric cords.
3) Maintenance of home appliances and tools
a) Businesses that service and repair appliances
b) Warranties, guarantees, and the obligations of manufacturers
c) Problems incurred by "do-it-yourselfers"

c. Heating and air conditioning
1) Costs
a) Installation and initial investment
b) Operating costs
2) Efficient use
a) Closed doors and windows
b) Clean filters
c) Regular service as preventative maintenance
d) Manufacturer's directions

d. Motor-driven equipment
1) Difference between a motor and an engine
2) Motor "rating" and job specifications
3) Problems resulting from overworked motors
a) Household fires
b) Replacement costs
4) Service of motors and equipment driven by motors
a) Lubricating bearings and bushings if recommended by manufacturer
b) Protecting and cleaning breathing spaces for motors
5) Motors matched to correct voltage
a) 110 volts as provided in common household outlets

b) 220 volts as used on major appliances like stoves, power tools
c) 440 volts as used on heavy machinery

e. Safety rules to observe when working with electricity
1) Never touch bare or fallen wires.
2) Never use electric tools, appliances, or cords in or around water, including damp floors and puddles.
3) Never place extension cords where they will be stepped on or bent.
4) Never overload electric lines by using too many cords on a socket.
5) Never "jam" a circuit breaker in an open position.
6) Never attempt to make electrical repairs until electricity is shut off at a fuse box, and not just at a light switch.
7) Never put a finger in a light socket.
8) Never fly kites around electric lines.
9) Hire the appropriate service man to make repairs of a technical nature.
10) Never use electrical equipment with malfunctioning parts or frayed cords.

E. The Engine

1. Recognize how the development of the American West was accelerated by the invention of the steam engine.
a. Travel "up stream" before steam-powered boats
b. Difficulties in transporting goods from West to East prior to the steam engine.
c. Opportunities created by the steam engine for transporting food from the West to the East.

2. Note the rapid movement to the West after the development of the steam engine.
a. Comparative travel time for continental crossing by covered wagon, pony express, automobile, trains and jet aircraft
b. Comparative problems encountered by travelers in covered wagons and on modern highways
1) Overnight accommodations
2) Food and water supply
3) Road conditions
4) Costs of vehicle operation and maintenance
5) Methods of resolving emergencies
6) Safety
a) Deaths caused by sickness or Indian raids on covered wagons
b) Statistics on highway accidents death rates

3. Become informed about some basic principles in the care and maintenance of engines.
   a. Moving parts that must be maintained
      1) Internal parts serviced by oil pump
      2) Surface parts which must be manually lubricated
   b. Correct fuels for engines
   c. Cooling engines
      1) Radiator water level
      2) Air-cooled engines
      3) Condition of fan belts for cracks
   d. Other maintenance precautions

4. Learn the basic rules of safety to observe when working around engines.
   a. Review safety rules for working with any machinery.
   b. Review safety rules for working with electricity.
   c. Never leave a running engine unattended unless the engine was designed for that purpose.
   d. Never leave a vehicle while it is moving.
   e. Maintain engines for family safety in highway or freeway travel.
   f. Never allow open flames or sparks near engine fuels.
   g. Never operate an engine in an unventilated garage or room.
   h. Never stand in the direct line of movement of a fan blade or pully.

5. Find out about job opportunities for mechanics.
   a. Local school training programs and community training programs
   b. Advantages of early training in mechanical skills
   c. Wage scales
   d. Need for mechanics in different occupational fields
      1) Autos
      2) Trucks
      3) Heavy construction equipment
      4) Machine maintenance in industrial plants
      5) Small vehicles

6. Study the influence of Henry Ford on the development of the engine and its applications.
   a. Assembly line procedures and reductions in cost
      1) Comparative costs of handmade goods and those produced on assembly lines
      2) Decreased production time; increased output per hour
   b. Availability of assembly line jobs in the community
   c. Availability of jobs in local automotive industry
   d. Origins of other car brand names, such as Pontiac, Chevrolet, Mercury, Chrysler, Edsel

e. Antique cars

7. Discuss methods that a buyer should use to assure satisfaction when purchasing used machinery such as an automobile.
   a. Advice of mechanics
   b. Methods of testing parts

F. Air and Space Flight

1. Become informed about man's earliest attempts at flight, which culminated in the accomplishment of Wilbur and Orville Wright in 1903.

2. Learn about the principles of physics that underlie the theory of space flight.
   a. The engine
   b. Wings on an air cushion
   c. Flaps to direct up-down movements of aircraft
   d. Rudder to control right-left movements

3. Be aware of the effects of air flight on warfare.
   a. Historical development of air missiles
      1) Hand-thrown rock versus sling shot
      2) Sling shot versus catapult
      3) Arrow versus rifle bullet
      4) Rifle versus cannon
      5) Cannon versus V-2 rocket
      6) V-2 rocket versus ICBM
      7) Hand-dropped bombs of World War I versus air-to-ground missiles of today
   b. Uses of aircraft in warfare
      1) Rescue helicopters
      2) Reinforcement of embattled troops
      3) Mobility of entire armies
      4) War intelligence information
      5) Medical evacuation helicopters and decreased battlefield casualties
   c. Civil defense shelters and emergency drills

4. Recognize the effects of air travel on peace-time living.
   a. Comparison of air travel time and surface travel time
   b. Uses of aircraft
      1) Air mail
      2) Air freight
      3) Air ambulances
      4) Crop "dusting"
      5) Civil Air Patrol
         a) Search and rescue missions
         b) Mercy flights

c) Coastal patrol and national defense effort

6) Fire and police uses of helicopters

7) Freeway traffic advisory information transmitted from aircraft
   a) Alternate routes
   b) Street maps to determine routes

8) Blimps
   a) Possibility of riding in a blimp
   b) Military uses of blimps in World War II
      1 Coastal submarine patrol
      2 Entrapment of enemy fighter planes in dangling cables

9) Communication satellites
   a) Expanded live television coverage
   b) Telephone relay towers, cross country cables, telegraph
   c) Round shape of the earth relative to transmission of radio waves

10) Weather satellites

5. Develop an appreciation of the effects of manned space flight on the future development of space for man's uses.

6. Discover the job opportunities in the local aircraft industry.
   a. Commercial aircraft production
      1) Locations of aircraft plants in the community
      2) Poor prospects for job permanence because of fluctuating demands for aircraft production
      3) Necessity for precision work in constructing and maintaining aircraft
         a) Opportunities for training
         b) Certification of airline mechanics by Federal Aeronautics Administration
   b. Passenger service
      1) Responsibility of worker to represent the company
         a) Courtesy
         b) "The customer is always right."
         c) Protection of customer's personal property
      2) Baggage handling
      3) Craft maintenance and custodial care of airplanes
      4) Passenger comfort and safety
   c. Airport support operations
      1) Civil service positons
      2) Jobs with private contractors at the airport
         a) Waiting on tables in restaurants
         b) Building and grounds maintenance
         c) Freight handling
         d) Trucking
         e) Parking lot work

7. Become acquainted with the increased use of public air space by privately owned aircraft.
   a. Rigorous pilot training, testing, and licensing procedures
   b. Responsibilities of pilots to obey all regulations governing operation of aircraft
      1) Use of maps and instruments
      2) Understanding of relationship between flying time and nautical speed
      3) Use of physical maps to determine flight plans
         a) Mountain elevations
         b) Towering obstacles marked with blinking red lights
         c) Airport locations and emergency landing facilities
         d) Locations of radio transmitters and special directional signals
   e. Function of the Federal Aeronautics Administration
   f. Purposes of private ownership of aircraft

G. Science and Technology

1. Develop an understanding of the contributions of medical science to the increased longevity of man.
   a. Current research findings
   b. Historic development of medical science
   c. Factors contributing to the high cost of medical care
   d. Opportunities for contributing to the development of medical science through private donations of time or money

2. Predict the technological advances that will stop air and water pollution

3. Discuss the possibilities of man's control of natural elements, such as wind, weather, earthquakes, floods, and tides.

4. Anticipate the new sciences to be learned as man explores outer space.

5. Recognize the potential for developing unique methods of land transportation.

6. Consider what man's future may be in an electronic world.

7. Develop an appreciation of the relationship between the technological advances of the future and the need for every worker to perform his job in a capable manner.

UNIT V. AMERICAN CHARACTERISTICS AND CUSTOMS DEVELOP AS MAN SEEKS BETTER LIVING CONDITIONS

A. Colonial Origins of the American Tradition

1. Learn how many people began moving to America from all over the world.
   a. Geographic origins of early settlers
   b. Areas of English, French, and Spanish influences in America
   c. Problems resulting from displacement of the American Indian

2. Be aware that each colonist came to America in search of improved living conditions.
   a. Freedom of religion
   b. Freedom of speech and right to criticize government
   c. Freedom of the press
   d. Colonist's desire for land ownership
      1) Historical instances in which people could not own property
      2) American tradition of respect for private property
         a) Responsibility of man to uphold property rights of others
         b) Vandalism and stealing as violations of personal property rights
            1 Logical reasons substantiating man's right to private property, such as the following:

            No man can regain any part of life which is past. Part of man's life is spent in earning the money used to purchase material goods. Therefore, to take private property without just cause is actually taking an irreplaceable part of a man's life.

            2 Kinds of theft
            3 Car theft for a "joy ride"
               a Depriving a man of his mobility, source of income, and means of family support
               b Causing serious accidents
            4 Theft of parent's money
               a Pioneer tradition of each member contributing to family support
               b Distrust and tension caused in

family unit

3) Legal requirements necessary for land ownership
   a) Trust deeds, title insurance, transfer taxes, contracted obligations
   b) Costs of complying with legal procedures
   c) Sources of help when purchasing land
      1 Real estate brokers
      2 Lawyers
      3 Bank escrow departments
      4 Government agencies

e. Colonist's search for a new life
   1) Pilgrims and the Mayflower
   2) Review of contributions of people of all races, religions, and of many national origins to the discovery, exploration, colonization, and current development of the nation
   3) Prejudicial acts that destroy the principles upon which the nation was founded

f. Interest of colonists in establishing businesses
   1) Businesses related to the use of natural resources
      a) Lumber
         1 Products obtained from lumber
         2 Process by which a tree is converted into useful products
         3 Job opportunities in the lumber industry
         4 Government reforestation projects
      b) Mining
         1 Gold mining in California
         2 Government regulations of mining industry
         3 Job possibilities in steel fabrication
         4 Process by which ore is converted into usable products
      c) Oil
         1 Products obtained from crude oil
         2 Oil refining process
         3 Job possibilities in oil industry, from oil well to service station
         4 Necessity of preventing pollution of the environment
   2) American principle of free enterprise
      a) Necessary government controls on business
         1 Fair packaging and labeling laws
            a Caveat emptor - "Let the buyer beware."
            b Better Business Bureau
         2 Laws prohibiting price fixing
         3 Anti-trust laws prohibiting monopolistic practices
         4 Businesses, such as mining and oil companies, that are regulated because their

products are natural resources

b) Government taxation of business

2. Develop an appreciation for the American tradition of helping those in need

a. Opportunities in America for self-improvement
   1) Free public education
   2) Government assistance to small business
   3) Free job training programs
   4) Thrift, savings, and investment opportunities

b. The symbol of the Statue of Liberty as an indication of the respect of other nations for the American tradition
   1) Gift of France in 1889
   2) Inscription of Emma Lazarus placed on the statue's pedestal in 1903

      "Send me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore. Send these, the homeless, tempest tossed to me, I lift my lamp beside the golden door."

c. Welfare programs that temporarily aid those who, through circumstances, are in need of assistance
   1) Monetary assistance
   2) Food stamp program
   3) Medical assistance
   4) Housing

d. Charitable organizations that help poor people overcome temporary obstacles

e. Programs designed to help people free themselves from the circumstances that cause welfare dependence
   1) Job training
   2) Child care centers
   3) Job placement agencies

f. Opportunities available to the individual who desires to assist others in overcoming difficulties

B. Customs Inherited from Our Forefathers

1. Recognize that the first American customs reflected generosity and appreciation.

a. Celebration of Thanksgiving

b. Recognition of benefits received from others
   1) Generosity encountered in the home
   2) Generous contributions of community persons
      a) Police and firemen
      b) Teachers
      c) Politicians
      d) Volunteer workers in schools, charitable groups

3) Generosity within peer groups
   a) Sharing
   b) Lending and borrowing
   c) Helping those with problems
4) Hospitality
   a) Serving refreshments or meals
      1 Manners
         a Women first
         b Older people before younger
         c Offering facilities for washing hands before meals
         d Providing napkins; serving water or other liquids
         e Allowing one to finish chewing and swallowing before asking questions
      2 Limitations that must be placed on frequent visitors in the home
   b) Conducting conversations that are pleasing

c. Use of the term "thank you"
   1) Recognizing services offered by others in the home
   2) Receiving anything from another person
   3) Acknowledging simple courtesies
   4) Being served in the cafeteria
   5) Receiving services in the community or in local businesses

d. Acceptance of parental authority and recognition of the personal sacrifices made by parents

2. Recognize that many holidays relate to our custom of remembering with reverence the service of others.
   a. Memorial Day
      1) Honor for those who have died in the service of their country
      2) Why death is the greatest sacrifice
      3) Wars in which the nation has fought to achieve benefits
   b. Veteran's Day
      1) Appreciation for those who have served in the armed forces
         a) Sacrifice made by those who give two or more years to the service of their country
         b) Government and charitable programs dependent on the sacrifices of others
   c. Holidays honoring national heroes
      1) Contributions of men devoted to public service
         a) Sacrifices by men in public service such as John F. Kennedy and George Washington
         b) Contributions that students can make to the community in leisure time
      2) Sacrifices made by many of the men we honor as

public leaders

a) Ultimate sacrifices made by Abraham Lincoln for his honesty and integrity

b) High price paid by Martin Luther King for his own devotion to the concept of "Liberty and justice for all"

3) Public expectations of political leaders

a) Legal restrictions on the activities of public officials

b) Acknowledgement of leaders of integrity through complimentary telegrams, letters, or personal conversations

3. Develop an understanding of how the American tradition of courtesy results from our heritage of respecting others, regardless of background.

a. Examples of respect and tolerance

b. Strong oriental influence on American traditions of courtesy and respect.

c. Table manners indicating respect for others

1) Being on time for meals

2) Chewing with the mouth closed

3) Avoiding arguments at the table

4) Taking the smaller of two available portions

5) Using utensils correctly

6) Offering help with chores, such as washing dishes

d. National and religious practices of interest

1) Acceptance of the practices of another person's religion, or his customs

2) Bowed head during prayers at meals

3) "Regional" forms of greeting

a) Arabic kiss of peace

b) Bow and curtsy

c) Handshake

1 Proper grip and tension of squeeze

2 Length of shake

3 With whom to shake hands

4) Origins of dietary practices of different faiths and nationalities as they have contributed to the development of the American national "food" heritage

4. Develop an appreciation of the early colonists who fought the Revolutionary war in defense of personal moral values.

5. Learn how our heritage of courage and bravery was demonstrated by the pioneer families who moved west to the frontier and has continued to be an important element in national life.

a. Problems encountered by the pioneer family in settling the frontier

b. Courage required in modern changes of residence

1) Reasons for moving
2) Cooperation with head-of-family during change in residence
3) Procedures to follow when moving from one residence to another
   a) Changing mailing address
   b) Discontinuing newspaper and other service deliveries
   c) Leaving residence clean
      1 Methods of thorough cleaning
      2 Cleaning deposit required on most rental properties
   d) Disconnecting utility service
4) Cost of changing residences
   a) Cost of moving furniture and other goods
   b) Connecting and disconnecting utilities services
5) Courtesies to friends and neighbors when moving, such as farewells, leaving forwarding address, and returning borrowed goods

6. Study about the heritage of good health that Americans have recieved from their forefathers.
   a. Habits of eating and physical exercise
      1) Today's practices compared to those of pioneer days
      2) Modern tendency to ignore warnings about poor health practices
      3) Relationship between the condition of the mind and a healthy body
   b. Medical services offered today and in pioneer days
      1) Lack of medical assistance on the frontier
         a) First aid procedures used in emergencies today and those used in frontier days
         b) Minor illness today that would have resulted in death to the pioneer
      2) Contributions of doctors to the preservation of America's most valuable resource - man
         a) Cost of medical training
         b) Length of time necessary to become a doctor
         c) Availability of free medical care in the community
            1 Local clinics
            2 Public hospitals
            3 Welfare programs
            4 Private agencies
         d) Increased longevity of man resulting from advances in science
         e) Current medical research

C. The Developing American Tradition

1. Review and discuss present-day immigration laws and development.
   a. Requirements
   b. National origins of immigrant groups
   c. Contributions of immigrant groups

2. Develop the understanding that immigrants come to America to seek a better life and that, once they have arrived, immigrants work to create a better nation.
   a. Behaviors that the immigrant usually detests
      1) Laziness
      2) Cheating and other forms of dishonesty
      3) Lack of appreciation
      4) Personal degradation through use of narcotics or excessive use of alcohol
   b. Relationship between problems encountered by immigrants and pioneers
      1) Housing
      2) Jobs
      3) Language barriers
      4) Maintenance of family and religious customs
      5) Development of new friendships
   c. Courtesies that can be extended to the new immigrant
      1) Showing interest in customs
      2) Assisting with language problems
      3) Offering information on agencies that can be of assistance
      4) Offering other help
   d. Immigrant's appreciation for things often taken for granted by native citizens
      1) "Thrift" as practiced by most immigrants
      2) Respect for law and order
      3) Respect for the economic system because of higher standards of living usually attained in the United States
         a) Homes
         b) Recreational pursuits
         c) Foods
         d) Job opportunities

Recognize the value in tracing family histories
   a. "Family tree"
   b. Information required on job application forms
   c. Sources of personal information
      1) Hall of Records
      2) Family Bible
      3) Social Security Office
      4) School offices

5) Church baptismal records
6) Utility companies
7) Credit bureaus and banking institutions

D. Coast to Coast Expansion of The Nation

1. Use historical maps to learn more about the territorial expansion of the United States.

2. On physical maps, note the geographic barriers that slowed the expansion of the United States.

3. Recognize the long-standing Mexican American heritage in the southwestern United States.

4. Discuss the Louisiana Purchase.
   a. Cost of 3 cents an acre
   b. French influence in America
   c. Definition of the term "acre"
   d. What might have happened if this territory had not been purchased

5. Read about and discuss the wars, battles, and treaties which led to the territorial expansion of the United States.

6. Learn about other interesting factors contributing to the growth of the United States.
   a. Acquisition of California
   b. Historical events leading to the purchase of Alaska
   c. The "Alamo" and the Texas War of Independance
   d. Annexation of Hawaii

E. Influence of Mexican American Heritage in Los Angeles

1. Realize that Los Angeles is a city of immigrants.

2. Discuss the early economic and social development of California and Los Angeles.
   a. Abandoned mines in the hills around Los Angeles
   b. Mission sites and other historic Spanish buildings
   c. Other remains of the past in Los Angeles

3. Discover the many available resources that can be used when learning about the history of Los Angeles.
   a. Museums
   b. Books and magazines

c. The Plaza and Olvera Street
d. Historical landmarks
e. Interesting architecture found in the city
   1) Spanish architecture in Los Angeles
   2) Grecian imitative architecture exemplified in such buildings in the city hall, the coliseum, and many business buildings
   3) Local community architecture
   4) Home architecture

4. Recognize that Los Angeles has grown rapidly because of favorable climate and job opportunities.

5. Review other Mexican American influences on life in Southern California.

F. Problems of the Growing West

1. Compare the ease of travel over modern highways with the difficulties encountered by early expeditions such as the Lewis and Clark, Fremont, and Donner parties.

2. Relate the problem of air pollution to the expansion of cities.
   a. Efforts at control
   b. Geographic factors that interfere with pollution control in Los Angeles

3. Develop an understanding of the relationship between the arrival of the community and the creation of jobs in such areas as customer service, public service, marketing, and home building.

4. Discuss the high costs to government in developing new communities.
   a. Education
   b. Streets, sidewalks
   c. Sewage disposal
   d. Utilities
   e. Trash collection
   f. Police and fire protection
   g. Other services

5. Recognize urban transportation problems
   a. Costs of maintaining a motor vehicle
   b. Effect of travel time and amount of leisure time
   c. Car pools
   d. Public transportation

6. Develop an appreciation of the monumental task of providing water to cities in the arid southwestern United States.

UNIT VI. AMERICA HAS GROWN STRONGER BY ATTEMPTING TO SETTLE DIFFERENCES OF OPINION THROUGH GOVERNMENT AND LAW

A. The American Revolution

1. Recognize that the United States was founded by people who demanded respect for government.
   a. Essentials of good government demanded by colonial leaders
      1) Elected leaders
      2) Government devoted to serving only the people
      3) Freedom to criticize government
      4) Fair trials and freedom from unjust laws
      5) Security of private property and of the home
      6) Fair taxation
      7) Trustworthy officials
         a) Public disgust with incompetent politicians
            1/ Lying or deceit
            2/ Failure to communicate with constituency
         b) Attitude toward laws restricting certain activities of public officials
         c) Distinction between incompetency and differences in political opinion
   b. Causes of colonial disrespect for English provincial government
      1) Taxation without representation
         a) Laws restricting certain activities of public officials
         b) Citizens' obligation to support government financially
         c) Methods used by citizens to influence government
      2) Outside business interests and political ambitions of some colonial governors
         a) Conflict of interest laws
         b) Reliance of elected officials on personal competence rather than political appointment
      3) Practice of forcing homeowners to "quarter" soldiers
         a) Government obligation to provide for the needs of soldiers
         b) Care given to needs of personnel and their dependents in modern military service
            1/ Pay
            2/ Housing
            3/ Medical care
            4/ Military clothing
            5/ Broad job training possibilities
            6/ Retirement benefits
            7/ Prepared meals or commisary privileges

8 Recreational opportunities provided through "special services"

4) Restrictions on ownership of firearms
   a) Present gun control legislation
      1 Safety with weapons
      2 Instances of tragedy because of misuse of personal weapons
      3 County and city ordinances limiting the discharge of any weapon to the confines of designated "firing ranges"
      4 Proposed requirement to register firearms
      5 Legal prohibition against owning, storing, or selling operable automatic weapons, incendiary devices, or caches of arms
   b) Necessity for weapons in colonial days
      1 Lack of police protection
      2 Hunting for food
      3 Protection from wild animals
5) Freedom of the press
   a) Pressures exerted by communications media on behalf of citizens for honest government
      1 Reporting news about government dishonesty
      2 Pointing out governmental inefficiencies
      3 Providing citizens with immediate knowledge about the activities and voting records of political leaders
   b) Laws protecting the public from dishonest or deceitful communications media
      1 Federal regulation of advertising practices
      2 Libel laws
      3 Court actions to protect citizens from abuse by the press
         a Definition of term "alleged"
         b Rumor, detraction, calumny, slander, gossip
         c Lifetime effect of stories that damage a reputation

2. Discuss peaceful methods of making changes in government.
   a. Citizen's obligation to elect the "best" candidate to office
   b. Recall elections
   c. Referendum and initiative
   d. Impeachment
   e. Peaceful protest assembly and marches
      1) Obligation of government to listen to citizen protest
      2) Current protests of public interest
         a) Responsibility for public welfare incumbent on protest organizers
         b) Government restrictions on public protest meetings or marches

1 Parade permits required for adequate traffic control
2 Noise control
3 Crowd control and comfort
4 Litter cleanup

3) Instances of effective peaceful protest movements
   a) Civil rights movement
   b) Protests against unjust taxation
   c) Changes in local government attributable to group protest
   d) Improvements in practices of certain educational institutions

3. Recognize that some forms of government are not responsive to the popular will because their power base lies outside the election booth.

a. Dictatorships
   1) Power sources of dictatorships
      a) Military power or other physical power
      b) Secret police
      c) Unjust courts
      d) Controlled legislation
      e) Absolute control of communications media
      f) Deceit of public through use of propaganda
      g) Elimination of political opposition
         1 Assassination
         2 Defamation of character
         3 Control of candidates, as in communist countries
         4 Legal trickery preventing names of opposition candidates from being printed on election ballots
   2) Instances in which dictatorships are benevolent and responsive to the needs of the people
   3) Historical examples of dictatorships

b. Monarchies or kingdoms
   1) Popular acceptance of the king's right to the throne
      a) Egyptian pharoah , who was considered son of the gods
      b) English "divine right of kings" theory
      c) Acceptance of hereditary rulers
   2) Historical examples of brilliant monarchs
   3) Monarchs who were incapable of administering government
      a) Incompetency
      b) Selfishness or greed
      c) Inadequate advice
   4) Examples of monarchies in the modern world

c. Other forms of government and their relationships to the

populace

1) Demand of mankind for honest government throughout history
2) American Indian tribal rule as an example of honest and courageous government
3) Theocracies
4) Anarchy and the resultant evils

4. Develop an appreciation of the ways in which American colonists used many means of approaching the English colonial governments and the monarchy before revolution became a necessity.
   a. Colonial efforts to influence government
      1) Boston Tea Party as an activist's protest
      2) Reasonable petitions personally delivered to the king by such great men as Benjamin Franklin
      3) Ineffectiveness of correspondance with government caused by slow crossing of the Atlantic ocean
      4) Colonial public protest meetings
      5) Acts of colonial legislatures
      6) Warnings issued by colonial leaders, such as the famous speech by Patrick Henry
      7) Political action through conventions of the continental congress
   b. Reasons cited in the Declaration of Independence for colonial defection from the English crown
   c. Heroic efforts of ill-equipped and disorganized colonial armies in defeating the world's most powerful military force
      1) Highlights of the Revolutionary War
      2) Historical maps showing territory of the United States after the Treaty of Paris, which ended the war
      3) Physical maps which indicate problems that the British army encountered in fighting the war in America
   d. Restoration of friendly relations between England and the United States after the war
      1) Continued American dependence on England
      2) Close family ties
      3) Relations between the United States and its enemies after each war
      4) Concept that war is fought over differences and not between personalities

5. Develop respect and appreciation for George Washington, the "father of our country," as a great leader.
   a. Military leadership in the Revolutionary War
      1) Other presidents who have been military leaders such as Presidents Dwight D. Eisenhower, Teddy Roosevelt, U. S. Grant, and Andrew Jackson
      2) Necessity for presidents to have military knowledge
         a) Percentage of budget devoted to national defense

b) The Pentagon

3) National tradition of military obedience to civilian authority

b. Rejection of monarchy for constitutional democracy

1) Washington's refusal of a crown

2) "Two-term" precedent

3) Advice of capable leaders through a system of presidential advisers

a) The cabinet system

b) Necessity for all leaders to seek and accept advice of qualified people

c. Sacrifice of leisure and life as a wealthy planter for rigorous demands of public service

1) Problems encountered in establishing the nation's first government

2) Speeches or quotations

3) Personal character

B. <u>The Constitution of the United States of America</u>

1. Develop an understanding that the Constitution is a "contract" stating the obligations of the government to the people and implying their obligations to the government.

a. Theory of "contract" government

b. Necessity for preserving the "written" constitution as a document

1) Interpretation of original document

2) Safeguards of the rights of the people

3) Examples of obligations of the government and the people

4) Preservation of the document in the National Archives

2. Recognize how the Constitution guarantees citizens the freedoms that were denied the colonist by England

a. Preamble

b. Articles

c. Bill of Rights

3. Develop an appreciation for the system established in the Constitution which assures the citizen that government will be responsive to the popular will.

a. "Checks and balances"

1) Presidential responsibilities of advising Congress on the needs of the people and of enforcing the laws of the land

2) Function of lawmakers in meeting the needs of the people through legislation

a) Method of election to Congress

<u>1</u> House of Representatives

2 Senate

b) Process by which an idea becomes a law

3) Court system that oversees the enforcement of laws and determines the constitutionality of laws

a) Flexibility of the Constitution because of the court system

b) Assurances that democratic government will be preserved

b. Legal methods of changing the constitution

1) Amendments

a) Initiated by citizens

b) Enacted by Congress

2) Methods of initiating changes in laws and the Constitution, such as lobbying, electioneering, and protest

C. Overcoming Weaknesses in the System of Government

1. Become familiar with the weaknesses in the system of government that helped cause the Civil War.

a. Major causes of the war

1) Slavery

a) Logical reasons

1 Moral

2 Religious

3 Economic

b) Historical proof of the inefficiency of any slave system

c) Basic personal rights to life, liberty, and the pursuit of happiness that were denied the slave

1 Right to select the environment in which one raises children

2 Ownership of private property

3 Selection of a type of government

4 Just compensation for work

5 Freedom to move from one place to another

6 Recourse to government in seeking justice

d) Contributions of slave labor to the development of America

1 Comparisons with contributions of immigrant labor

2 National reliance on slave productivity

3 Contributions of the laborer in each historical period

2) Attempts of many Americans to abolish slavery

a) Harriet Beecher Stowe and Uncle Tom's Cabin

b) President Lincoln's role in the abolition of slavery

c) Fredrick Douglas' oratory and publications
d) William Lloyd Garrison and the Liberator

3) Constitutional recognition of slavery
a) Basis of southern pro-slavery arguments
b) Methods of changing constitution
c) Constitutional amendments now prohibiting slavery

4) Regional social and economic differences

5) Uncontrolled expansion of the United States during the westward movement

6) Inability of political leaders to agree on workable compromises
a) Compromises in politics
b) Compromises in classroom situations

b. Horrors of the Civil War

c. Highlights of the Civil War

1) Courage of armies on both sides
a) Robert E. Lee
b) Ulysses S. Grant

2) Principles for which men fight

3) Gettysburg Address delivered by President Lincoln
a) Restatement of reasons for American greatness
b) Redefining of obligations of government to citizenry and of people to government

". . . our fathers brought forth on this land a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal."

". . . It is for us the living, rather, to be dedicated to the unfinished work which they who fought here have thus so nobly advanced."

". . . that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth."

c) Influence of president on preserving American traditions
d) Assassination of President Lincoln
e) Opposition of radicals to Lincoln's policies for rebuilding the nation
f) Lincoln's insistance on granting all people their just rights

2. Become familiar with the effects of the "Great Depression" of the 1930's during which millions of people were unemployed and without any other source of income.

a. "Supply and demand" and the job market
   1) Necessity for continued job training
   2) Causes of unemployment
   3) Ramifications of being without a source of income
      a) Lack of food in the home
      b) Limitations on the purchase of other necessities
      c) Elimination of leisure activities
      d) Personal worries
   4) Failure of local businesses because their products were not in demand

b. Monetary losses suffered by depositors as banks failed
   1) Principles of banking
      a) Source of bank's income, or working capital
      b) Source of bank's profits
      c) Investments of depositors money
         1 Personal loans and the conditions of loan contracts
            a "Loan sharks"
            b Government regulation of interest rates charged on loans
         2 Bank foreclosure actions
            a Collateral and repossession
            b Judicial enforcement of contracts
            c Foreclosing on home mortgages
            d Bankruptcy laws
            e Willingness of most lending institutions to recognize temporary inability to make payments on loans
   2) Selection of safe and economical means of saving money
   3) Government regulation of banking after the depression

c. Legislation enacted during the depression of the 1930's in response to popular needs
   1) Creation of jobs
      a) Job training for unemployed
      b) Bureau of Human Resource Development
      c) Work Progress Authority (WPA) projects in the community
         1 Drainage channels, dams, Los Angeles River bed work
         2 Local roads and fire trails
         3 Community improvement projects
      d) Government pump priming efforts, other than WPA
   2) Regulations imposed on banking

a) Federal Deposit Insurance Corporation
b) Maintaining percentage of depositor's money in cash reserve
c) Types of bank investments
d) Federal Reserve System of national money management

3) Social Security Act
   a) Qualification for payments
   b) Medicare
   c) Employer/employee contributions noted on payroll vouchers
   d) Payments to children of deceased fathers
   e) Payments to widows
   f) Burial benefits
   g) Application for membership in system
   i) Workers covered and not covered
   j) Recent changes in system of interest

4) Regulation of agriculture assistance to farmers through legislation
   a) Parity price payment concept
   b) High cost of farm machinery
   c) Problems caused by overproduction
      1 Price factors and paying mortgage on farms
      2 Problems of storing and disposing of surpluses
      3 Present governmental controls on acreage in cultivation

d. Lessons from the Great Depression
   1) People's willingness to cooperate with responsive government
   2) Probabilities of recurrance of depressions
   3) Necessity for additional development of personal employable skills
   4) Saving money to meet unexpected eventualities
   5) Unemployment insurance as a social and economic necessity

UNIT VII. AMERICANS WORK TOWARD A BETTER LIFE THROUGH EDUCATION AND LEARN TO USE LEISURE TIME PROFITABLY THROUGH RECREATION

A. Education

1. Realize that the family unit provided training in the skills necessary for everyday living before the development of free public education.
   a. Providing for and maintaining a home
      1) Colonial skills
         a) Hunting, fishing, farming
         b) Soapmaking, candlemaking, sewing
         c) Converting raw materials into home products
      2) Modern skills
         a) Job location skills, application forms, interviewing techniques
         b) Education and training in job skills
         c) Budgets, taxes, thrift and saving, interpreting advertisements
         d) Rental agreements, car purchasing contracts, insurance
   b. Respecting government, law, and other citizens
      1) The Bible as the basis of family life education in colonial times
      2) Moral values in school curriculum today
      3) Obligation to become tolerant
      4) American tradition of government and law
   c. Teaching in the schools
      1) Historical development of the role of the teacher in society
      2) Teacher training
      3) Preservation of American ideals
      4) Other occupations related to education

2. Develop an understanding that the purpose of modern education continues to emphasize training the student in social, economic, and vocational skills.
   a. Overview of objectives of each course in the curriculum
   b. Development of attitudes
      1) Pride and self respect
      2) Ability to accept criticism
      3) Responsibility
      4) Self control
      5) Good health and grooming
      6) Obedience to authority
      7) Personal initiative and problem solving
      8) Following directions
      9) Efficiency, order, neatness, planning

c. Occupational training programs
   1) Opportunities in the local school curriculum
   2) Department of Vocational Rehabilitation
   3) Classroom work-study center
   4) On campus job training
   5) Off campus job training
   6) Private job training
d. Development of economic skills
e. Opportunities for developing social skills
f. Development of leisure time skills

B. Leisure Time

1. Become familiar with the ways of using leisure time profitably.
   a. Boredom
   b. Planning leisure time activities
      1) The "leisure time calendar"
      2) Ticket agencies
      3) "Entertainment" section of newspapers
      4) Other leisure time resources
   c. Comparison of modern urban world with that of pioneer world
      1) Transportation
      2) Mass communications media
      3) Electricity
      4) Variety of stores, clubs, and periodicals devoted to leisure-time interest
      5) "Time" left to man by automation of machinery

2. Note the many interesting leisure time activities available in the home, school, and community.
   a. Handicraft skills
      1) Opportunities in school or private classes
      2) Organized club activities
      3) Home handicrafts
         a) Jewelry, art work, bead work, decorative displays
         b) Home maintenance, wood working, metal working
         c) Equipment required and costs
         d) Safety in using flammable materials and shop equipment
   b. Music
      1) Current recording stars
         a) Fan clubs
         b) Fan magazines
         c) Sections of paper devoted to music
      2) Purchase of records and other listening resources

a) Criteria for selecting LP, stereo, mono, 45's
b) Lifetime and temporary record collections
c) Cost factors
d) Information printed on record jackets

3) Regulation of "listening" time
4) Courtesies to others in the home or neighborhood
a) Proper volume
b) Individual sensitivities to dominant "base" or "treble" sound
c) Incompatibility of "study" and "beat" music
d) Appropriate hours for listening
e) Shared listening time to accommodate the musical tastes of others
5) Respect for the private property of another by operating recording equipment only when taught and invited to do so

c. Reading
1) Fiction and non-fiction
2) Biographies and autobiographies
3) Simple poetry and fairy tales
4) Pictorial geography and history books
5) Picture books in science, hobby crafts, sports
6) Periodical literature
7) The newspaper
a) Sections
b) Comic strips as reading material
c) Political cartoons
8) Determination of level of reading

d. Individual sports
1) Walking
a) Local places of interest
b) Observations to make on walks
c) Courtesies and cautions
1 Allowing others to pass in narrow places
2 Facing traffic when walking
3 "Stop, look and listen" before crossing streets
4 Wearing white when walking at night
5 Observing "Walk," "Don't Walk," yellow, red, and green signals; using crosswalks
6 Allowing safe margin between traffic lanes and walking path

2) Hiking
a) Forestry office maps of hiking trails
b) Care of feet
c) Equipment needed for overnight hikes
d) Cautions and precautions
1 Staying "found" by remaining with groups and on trails

2 Avoiding cliffs or overhangs
   a Dangers of breaking a leg in the wilderness
   b Injuries from falling rock
   c High frequency of hiker deaths from falling
   d "Climbing up" easier than "climbing down" a cliff
3 Knowing basic first aid
   a Splints
   b Bandages
   c Remedy for snakebite
4 Avoiding areas subject to flash flooding in rainstorms
5 Advising others of departure and projected arrival time
6 Limiting chances of snakebite
   a Wearing high leather boots
   b Checking before placing hands on ledges
   c Wearing loose-fitting trousers or slacks
   d Absolutely resisting the urge to pick up snakes of unknown species

f) Litter laws, fire laws, and other unwritten directives designed to preserve public places

g) "Signs" of importance such as

No Trespassing	Quarry	No Smoking
Keep Out	Flash Flooding	No Open Fires
Electric Fence	Do Not Pick Wildflowers	Poison Oak
Poison Ivy		Private Property

3) Jogging
   a) Organized groups in community
   b) Danger of overexertion
4) Weight lifting, tumbling, trampoline, gymnastics
   a) Availability of equipment in school and community
   b) Danger of physical injury if used improperly
5) Other individual sports taught in physical education classes

e. Movies, television, plays, and other similar types of entertainment.
   1) Costs of admission or care of equipment
   2) Ratings assigned to movies
      a) Parental right to regulate entertainment of children
      b) Selection of entertainment acceptable for a date

c) Community action against theaters showing movies unacceptable to parents

3) Criteria for judging such entertainment
   a) Personal standards of pleasure
   b) Types of entertainment by classification
   c) Realism or fantasy
   d) Performances of actors
   e) Reviews

4) Courtesies
   a) Staying in seat
   b) Chewing softly
   c) Leaving area neat and orderly for next person
   d) Reporting health hazards accidentally created
      1 Spilled drinks
      2 Gum on backs of seats
      3 Other health hazards
   e) Remaining silent during performances
   f) Applauding in a mature way

5) Educational values of most performances
   a) Language development
   b) Historical background
   c) Appreciation for standards of living
   d) Moral lessons
   e) Development of listening skills
   f) Examples of problem solving

f. Tours and excursions

1) Local
   a) Homes of movie stars and other famous entertainers
   b) Historic sites
   c) Military bases and ships
   d) Museums, art galleries, zoos, and other public places of cultural value
   e) Marineland
   f) Magic Mountain
   g) Knott's Berry Farm
   h) Disneyland

2) Overnight excursions of local interest
   a) San Diego Zoo and Sea World
   b) Hoover Dam
   c) Hearst Castle
   d) Other overnight places of interest
   e) Costs including family rates usually offered
   f) Provisions for taking excursion trips

3) All-day excursions of interest
   a) Catalina Island
   b) Commercial tours of the city
   c) Mount Wilson Observatory

4) Sources of information about tours

g. Collecting
   1) Cost factors to be considered before beginning a collection
   2) Collections as an investment
      a) Antiques
      b) Clocks
      c) Stamps
      d) Coins
      e) Bottles
      f) Glassware and china plates
      g) Paperweights
      h) Model cars, trains, planes
   3) Inexpensive collections
      a) Post cards
      b) Photographs
      c) Pictures of movie stars
      d) Rocks
      e) Leaves
      f) Matchbooks
      g) Ashtrays
      h) Magazine ads
      i) Recipes
      j) Woods, driftwood, pine cones, bark
      k) Travel brochures
      l) Railroad or bus schedules
      m) Buttons
   4) Methods of organizing collections
   5) Methods of refurbishing damaged goods in collections
   6) Organizations and magazines offering opportunities for exchange or sale of items collected

h. Letter writing
   1) Simple formalities of the friendly letter
   2) Categories of information to be included in a letter
   3) Pleasure derived from sending and receiving friendly letters
      a) Grandparents and other relatives
      b) Sick person
      c) Pen pals

i. Stores that sell used goods,and other places of interest
   1) Stores in the local community
      a) Antique
      b) Distribution stores for charitable organizations
      c) Thrift shops
      d) Junk yards
      e) Swap meets
      f) Garage sales
   2) Courtesies
      a) Avoiding any disruptions to business
      b) Offering all rights to customers first
      c) Complimenting managers

d) Picking up litter voluntarily
e) Avoiding time-consuming conversation with employees or owners

3) Resistance to the impulse to steal
a) Man's right to personal property
b) Credit, layaway plans, down payments

4) Resistance to impulse to buy unnecessary items

j. Jigsaw puzzles, number painting, word puzzles, quizzes

k. Leisure time activites benefiting community
1) Community service opportunities
2) Neighborhood opportunities
a) Assistance for the helpless
b) Neighborhood beautification and litter clean-up programs
c) Free service to small shop owners in exchange for an opportunity to learn a trade

l. Home improvement or repair
1) Opportunities for preventative maintenance
2) Availability of training for learning repair skills
3) Materials
a) Rights of others in the home to assist in selections
b) Complementary colors, materials, design
c) Cost factors
1 Used goods versus new
2 Location of bargain or discount stores
4) Cautions for "do-it-yourself" projects

m. Personal skills, such as, playing musical instruments, magic tricks, dancing
1) Basic courtesies extended to others in the home
2) Hours of practice which are acceptable
3) Care of instruments
4) Magic tricks of interest
a) Availability in community
b) Costs
c) Practice necessary
5) Opportunities for private instruction in learning any personal talent skill

n. Hobby crafts and model building
1) Directions
2) Cautious use of certain hobby-connected products
3) Costs and availability
4) Organizations and clubs of hobby groups

3. Discuss opportunities for group leisure-time activities and select those of interest for further study and development.

a. Cards, checkers, and other party games
1) Knowing and obeying rules
2) Accepting losses gracefully

a) Recreational purpose of games
b) Need to control competitive spirit

b. Group sports
1) Purpose of physical education class and lifetime sports program
2) Sports opportunities in the community including equipment and costs
a) Water skiing
b) Bowling
c) Tennis
d) Golf
e) Swimming
3) Commercial sports activities
a) Judo and karate studios
b) Private gymnasiums
1 Reading contracts before signing
2 Locating opportunities
4) Clubs formed to stimulate athletic competition
a) Little league, Babe Ruth
b) Amateur soccer or football leagues
c) Tournament clubs for golf, tennis, bowling

c. Visiting friends
1) Reviewing courtesies
2) Preparing conversation
3) Planning length of visit
4) Being friendly to persons who are ill
a) Shortened visit
b) Pleasant inexpensive gifts
c) Good listener
d) Tone of voice, volume

d. A party
1) Writing invitations
2) Selecting guests
3) Accepting invitation
4) Tactfully declining invitations
5) Offering token gift to host or hostess as a social courtesy
6) Making proper introductions
7) Participating in planned activities
a) Following rules of games
b) Accepting position in game gracefully
c) Declining tactfully to participate in games when necessary
d) Acting maturely
8) Leaving a party gracefully
9) Considering relations between a host and his neighbors
10) Estimating costs of giving a party

e. Picnics
1) Plans for transportation, food, and recreation

2) Foods which should be refrigerated
3) Locations in community ideally suited for picnics
4) Courtesy in public places
5) Litter and fire laws

f. Hunting and fishing
1) Safety with rifles and fishing gear
2) Local licensing laws pertinent to hunting and fishing
a) Costs
b) Availability
c) Restrictions imposed by license
3) Possibilities for hunting and fishing in the local area
4) Rules of conservation
5) Special rules of courtesy for hunters and fishermen
a) Obeying litter laws
b) Being considerate of other hunters and fishermen
c) Caring for the expensive equipment of others
d) Staying out of areas being used by other persons
e) Avoiding accidents

g. Community recreation programs
1) Local programs
2) Responsibility of park recreation director to maintain order
3) Respect for the rights of others to use facilities

h. School dances
1) Taking dancing lessons
2) Practicing public courtesy
3) Observing grooming and hygiene standards
4) Adjusting to skill of partner
5) Meeting people
a) Casual conversation
b) Standing during conversations if others do
c) Neither talking too much nor too little
d) Introductions and remembering names
6) Local laws affecting teenage dances
7) Costs; sharing costs with dates
8) Legal obligation of supervising personnel to enforce all public rules and regulations governing dances

i. Camping
1) Sources of information about camping and campgrounds
a) National Park Service
b) Forest rangers
c) State parks and recreation
d) Library books, magazines, and club literature
2) Equipment
a) Costs
b) Newspaper "for sale" ads
c) Selection of proper types of equipment
3) Observance of litter and fire laws

4) Campground courtesy
   a) Observing noise abatement rules
   b) Controlling campfire smoke
   c) Staying away from other camp sites
   d) Controlling direction of bright lights
   e) Leaving shower and toilet facilities neat and clean
   f) Leaving camp site clean for next camper
5) Benefits of camping as family recreation
6) Opportunities to camp with scout, "Y," Woodcraft Rangers and other youth groups

j. Fairs, bazaars, fiestas, circus and other similar events
   1) Costs related to family recreation budget
   2) Courtesy
      a) Taking turn in lines
      b) Being a good loser in games of chance
      c) Controlling urge to yell and scream
      d) Avoiding rides which cause illness
      e) Being courteous to people operating rides or booths
   3) Safety rules
   4) Prearranged times and places for meeting other members of the group
   5) Control of the impulse to overeat
   6) Appreciation of the source of funds for these and other expensive outings
   7) Economy of preparing picnic lunches

k. Local auto travel
   1) Local sightseeing trips
      a) Driving time
      b) Cost
      c) Admission costs, if any
   2) Preparation for highway travel
      a) Car in good repair
      b) Sufficient money for minor emergencies
      c) Food and water for travel into wilderness areas
      d) Adjustment of travel time to road conditions and weather
      e) Emergency procedures when stranded on highway or in wilderness

l. Eating in restaurants
   1) Prices, tips, cover charges
   2) Reservations
   3) Courtesy to waitresses and other patrons
   4) Table manners
   5) Special eating places in the community
      a) China Town, Little Tokyo, Olvera Street, and other areas where "ethnic" foods are served
      b) Ports'O Call Village, Santa Monica and Redondo Piers, Balboa

c) Recommended restaurants in the community

4. Review types of classes offered in community adult schools to help develop leisure-time interests.

UNIT VIII. DAILY LIFE IS INFLUENCED BY THE RULES AND REGULATIONS MEN WRITE IN THEIR EFFORTS TO LIVE PEACEFULLY TOGETHER

A. Juvenile Laws

1. Be aware of laws pertaining to the teenager's use of an automobile.
   a. Parental responsibility laws
   b. Traffic laws often violated by teenagers
   c. Legal and financial results of auto accidents
   d. Results of traffic violations
      1) Fine
      2) Imprisonment
      3) Suspension of license
      4) Higher insurance costs

2. Study the "loitering" laws which effect the teenager's activities outside the home.
   a. Aimless squandering of time by standing around or driving around without purpose
   b. Legal mandate that no teenager under 18 years of age can loiter in public places after 10 p. m.

3. Develop an appreciation of the reasons for laws that prohibit teenagers from creating disturbances in public places.
   a. Individual or gang fights
   b. Party crashing
   c. Challenging to fight
   d. Cursing in public places
   e. Unnecessary loud noises
   f. Other offensive conduct

4. Discuss the Child Labor Law, which regulates the working conditions of teenagers.
   a. Historical reason for the law
   b. The "permit to work" requirement for protection of both the student and employer
   c. Limitations on working hours, both in time of day and total hours worked
   d. Provisions restricting working conditions for girls under 18 years of age

5. Discuss why a person cannot own nor discharge fireworks and firecrackers without a permit.
   a. Exceptions in certain communities
   b. Statistics on accidental injuries caused by fireworks
   c. Historical significance of the Fourth of July

6. Recognize that the law prohibits teenagers under age 18 from owning or possessing certain weapons.

a. Switchblade knives
b. Firearms of any kind
c. Spring action or air rifles
d. Other dangerous weapons, such as bow and arrows, bean shooters, sling shots

7. Discuss why the law does not allow hitchhikers to stand on roadways or freeways.

8. Recognize that parents can be made to pay for the damages caused by the willful misconduct of a child or teenager.

9. Become acquainted with the law that prohibits any person under the age of 21 from buying or possessing alcoholic beverages, and that does not allow any adult to sell or give alcoholic beverages to any minor.
   a. Legal mandate that no person under age 21 can remain in a bar
   b. Problems caused to innocent bar owner by minors who loiter

10. Be informed that it is a criminal act to use or possess any form of narcotics without a doctor's prescription and that it is also illegal to buy or sell narcotics in any form.
   a. Resources on narcotics
      1) Materials published by Los Angeles City Schools
      2) Coroner's reports on dozens of monthly teenage deaths caused by narcotics abuse
      3) Mental health agency reports citing statistics on the numbers of teenagers committed monthly to mental institutions for narcotics abuse
      4) Other public and private agency reports
   b. Addiction and the enslavement of the individual

11. Note that the law prohibits persons from loitering in or around any school or public place where students normally congregate or pass.
   a. Protecting students from outside intruders in the classroom
   b. Maintaining school environment conductive to learning
   c. Preventing perverts and other ciminals from entering school grounds

12. Know that it is illegal to abuse or insult a teacher in the presence of other school personnel on school grounds, or public places near school where teachers may be assigned.

13. Become aware that it is a crime to maliciously injure or destroy any property not personally belonging to the destructor.

14. Discuss the laws which protect the minor from the morals offenses of others.

15. Recognize the personal implications of school attendance laws.
    a. Attendance requirements
    b. Activity legally monitored by schools on "door-to-door" basis
    c. Expulsion and other possible legal actions by school districts in the event that students disobey the law
    d. School income based on average daily attendance

16. Note that it is against the law to sell or give tobacco to persons under the age of 18.

17. Be aware that teenagers under the age of 18 are legally prohibited from attending a public dance unless a permit for teenage dances has been issued to the persons conducting the event.

B. Business Laws

1. Discuss what a legal contract means and note that a person breaking a contract must usually pay any court costs.
    a. Importance of obtaining attorney's advice before signing complex contracts
    b. Invalid contracts
        1) Fraud
        2) Duress
        3) Misrepresentation
        4) Police Bunco Squad, Better Business Bureau
        5) Federal regulation of advertising
    c. Precautions before signing a contract
        1) Leaving no blanks on applications or other forms
        2) Reading "fine print"
        3) Realizing what may happen in case a contract is broken
        4) Checking wording of second and third carbon copies
    d. The American tradition of honoring contracts

2. Review the obligations and phraseology used in most contracts.

3. Recognize the obligation of the citizen to cooperate with public agents assigned to repossess goods because of the breaking of a contract.
    a. Right to attorney's advice before permitting repossession
    b. Alternatives to repossession
    c. Credit ratings

C. Personal Responsibility Laws

1. Develop an appreciation of the legal obligation of the head of a family to provide support for the family.

2. Become familiar with the child abuse laws.
   a. The concept of the "defenseless" child
   b. Legal responsibility of parents to provide safe supervision of children
   c. Obligation of parents to cloth and feed their children
   d. Law requiring parents to protect the health of their children

3. Recognize that divorce laws should protect the rights of all persons who are affected by a divorce.
   a. Divorce as the last measure to be taken in resolving marital differences
      1) Affect of divorce on children
      2) Obligation of both husband and wife to sacrifice pride in the best interests of the family
      3) Availability of family counseling services
      4) Temporary separation
   b. Child support and alimony
      1) Legal requirement that assignee pay alimony and child support
      2) Ways to force payment of alimony and child support
      3) Budgetary problems
   c. Obligation of divorced mothers and fathers to work co-operatively for the interests of children
   d. Visitation rights
      1) Right of parent to visit child
      2) Courtesies to be observed
      3) Each party's obligation to speak kindly about the other in the presence of children
   e. Anticipation of major differences of opinion that require absolute cooperation between husband and wife
   f. Marital problems that might best be resolved through divorce action

4. Note the obligation of each member of the family to assist the head of the family in meeting contracted obligations.
   a. Debts resulting when persons damage rental property
   b. Personal sacrifices during times of financial stress
   c. Responsibility of children who earn income to contribute to family support if requested.

5. Develop an understanding that a person is bound to pay for damages resulting from accidents that he has caused.
   a. Automobile insurance laws
   b. Homeowners accident policies
   c. Liability for damages caused by fights
   d. Acts of public mischief

6. Relate laws pertaining to the "incorrigible child" or the "run-away" child to public assistance given parents in need of help

in rearing children.

D. Public Safety Laws

1. Discuss traffic laws related to teenage driving offenses.

2. Recognize that the pedestrian laws protect both pedestrian and driver.

3. Discuss how "fire" laws protect the individual and the community.
   a. Fire hazards in closed areas
   b. Prohibition of smoking or open flames near flammable storage facilities in public places
   c. Requirement that manufacturers advise customers by label of the potential dangers of flammable products
   d. Safety or panic doors at public meeting places
   e. Limitations on the number of persons occupying a public place
   f. Right of way given to emergency vehicles
   g. Right of government agencies to demand removal of public fire hazards, such as trash dumps, weeds, and collections of oily rags

4. Become informed about the provisions of the laws establishing emergency procedures for safety in times of disaster.
   a. Civil defense
   b. Fall out shelters
   c. School emergency procedures
   d. Emergency drills

5. Develop an appreciation for building codes established in the interest of public safety.
   a. Problems resulting from poor building practices
      1) Buildings that collapse in earthquakes
      2) Roofs caving en during rain or snow storms
      3) Deaths of persons caused by unvented gas appliances
      4) Danger caused to communities by rupturing of pipelines for flammable poisonous substances
   b. Services rendered the homeowner by the De partment of Building and Safety
      1) Control of construction practices through system of permits and inspections
      2) Advice on construction projects
      3) Inspection of building after earthquakes and other disasters
      4) Recommendations for improvements in building practices

E. Criminal Laws

1. Develop an understanding that laws prohibit any person from committing acts that are harmful, or potentially harmful, to another person or to his property.

2. Be aware that persons under 18 years of age are usually tried under juvenile laws; but, once they are 18, persons are tried in criminal court.

3. Be familiar with some of the criminal laws.
   a. Narcotics
   b. Drunk driving
   c. Killing a person
   d. Assult with intent to commit murder
   e. Conspiracy to commit murder or other serious crimes
   f. A fight which results in personal injury to another person or persons
   g. Disturbances of the peace that cause great harm to another
   h. Kidnapping or detaining another against his will
   i. Flight across state lines to avoid being arrested
   k. Constantly annoying another person or persons
   l. Libel and slander
   m. Morals offenses

F. The Court System

1. Develop an appreciation of the court as the basic unit in our nation's system of justice.
   a. Determination of guilt or innocence
   b. Obligations of parties under contract
   c. Other civil matters
   d. Jury system
   e. Function of the judge
   f. How to act in a courtroom

2. Recognize the relationship between the kind of crime and the amount of punishment for the guilty person.
   a. Degrees of "fine" or "imprisonment"
   b. Concepts of jail, prison farm, honor farm, state prison, federal penitentiary
      1) Degrees of confinement
      2) Jurisdiction of Federal, State, County, and City laws
   c. Obligation to make court-ordered restitution
      1) Civil suits
      2) Accidental injury caused by negligence
      3) Other forms of personal or property damage
   d. Probation and the probation officer
      1) Control of the actions of convicted persons

2) Reasons a judge may have for ordering probation rather than imprisonment
3) Some common probation rules
   a) Curfew hours imposed
   b) Prohibition against having or using guns
   c) Order to avoid certain undesireable companionship
   d) Avoidance of certain public places
   e) Limiting movement to certain parts of community
   f) No use of alcohol
   g) Frequent meetings with probation officer

e. Imprisonment and the possible reform of the prisoner
f. Crimes for which society demands harsh punishment

3. Discuss the services offered to the public by an attorney.
   a. Defense attorney; public defender
   b. District attorney; public prosecutor
   c. Contracts, wills, estates, business ventures, civil suits
   d. Costs of hiring an attorney
      1) Fixed fee
      2) Percentage of settlement
      3) Free services of public defender and prosecutor

4. Recognize that in a democracy citizens elect lawmakers to write laws; and, many of the judges who administer the laws.
   a. Advantages of the democratic system of law enforcement
   b. Disadvantages of appointing lawmakers and judges
   c. Respect for law as it relates to recognizing the "popular will" indicated in the law

5. Discuss and define some of the simple terminology used in courts and court procedures, such as

bail	grand jury	bailiff	"your honor"
supoena	trial date	court recorder	the bench
jury duty	civil case	court clerk	objection

UNIT IX. EACH MEMBER OF THE FAMILY UNIT HAS THE OBLIGATION TO SAVE AND EXPEND FAMILY MONEY CAREFULLY

A. A Standard of Living

1. Discuss how each individual should decide on how he should spend his money based on how much he earns, the needs of his family, and his goals.
   - a. Criteria of financial success
   - b. Relationship of income to attitudes and employable skills
   - c. Interpretation of the models of success created by the advertising industry
     - 1) Association of product with expensive backgrounds
     - 2) Costs of goods pictured in advertisements
     - 3) Values depicted in background scenery of television shows

2. Consider why it is important for young adults to seek advice in deciding what their financial goals should be.
   - a. Rejecting the "car-home-clothes" models of personal achievement and success
   - b. Itemizing monthly payments and upkeep costs for luxury items
   - c. Discriminating between essential and non-essential expenses

B. Budgets

1. Discover how a budget is established including the mathematics requirements, and the necessity for the family to keep the agreements made when the budget was established.

2. Discuss how family members must cooperate to reach financial goals based on a budget.

3. Become familiar with the fixed costs that all families must pay.
   - a. Food
   - b. Shelter
   - c. Clothes
   - d. Certain insurance programs
     - 1) Programs based on actual needs
     - 2) Agreements between the company and the person paying for the insurance
       - a) Life
       - b) Fire
       - c) Homeowners
       - d) Health and medical
       - e) Automobile
   - e. Utilities

f. Time payments on necessary family debts
g. Medical expenses
h. Transportation
i. Entertainment
j. Costs of rearing a child

C. Credit Ratings

1. Study the kind of information that a person must provide when making a personal loan.
   a. Honest repayment of other loans
   b. Purposes for which money is to be used
   c. Character
   d. Employment
   e. Overall condition of family finances

2. Note that savings accounts, equity in a home or car, or other invested money can serve as the basis for a good credit rating.

3. Recognize that a credit rating depends on the promptness with which a person pays his bills.

4. Discuss how the amount of money a person can borrow depends on his equity, income, other debts, and past payment record.

5. Consider why banks and loan companies are interested in a man' job and how well he does at it.
   a. Income, job permanence, and the ability to repay debts
   b. Effect of frequent job changes on credit rating

6. Be aware that credit rating can depend on a person's reputation.
   a. Credit references
   b. Character references from friends, relatives, or past employers

D. The Increased "Purchasing Power" of Money

1. Discuss how a person can save money by using his own "service" skills instead of hiring someone to so some jobs.
   a. Plumbing, electrical, automotive, clothing, home, garden
   b. School programs that help develop service skills
   c. Costs of repairmen

2. Compute how much money can be saved each year by purchasing unprepared foods rather than "packaged" commercial food products.

3. Discuss luxury items that weaken a budget because of their high

costs, especially over a period of weeks or months
a. Cigarettes
b. Fine deserts, filet steak, canned instead of fresh fruits, and similar food "luxuries"
c. Eating in restaurants
d. Expensive vacations
e. Driving for pleasure

4. Become aware of how much a person can save by being careful in selecting a means of transportation.
a. Comparative yearly gasoline costs; high and low mileage
b. Difference in monthly payments in buying a new or a used car
1) Seeking mechanic's advice before buying a used car
2) Computing difference between repair costs on a used car and monthly payment costs on a new car
c. Value of a large car versus a small car; amount of horsepower needed
e. Economy of bus transportation
f. Car pools
g. Total cost of auto operation, including monthly payments; cost of gas; paying for repair and upkeep; buying new tires; insurance payments; cost of parking fees

5. Study the savings to be made by renting or buying a place in which to live.
a. Repairing run-down property
b. Buying or renting wisely
1) Establishing needs before shopping
2) Determining ability to pay before shopping
3) Using advice of trusted professionals

6. Discuss some ways to save money when buying furniture.
a. "For sale" ads in the daily paper
1) Comparing prices of new and used goods
2) Using a map to locate place of the sale
3) Transporting used furniture
4) Selling good furniture through ads in newspapers
b. Auctions
1) Reasons goods are sold at auction
2) Knowledge of value and condition of goods before bidding
3) Rules and courtesies at auctions
4) The "bid" as a contract
c. Purchase of furniture at store sales
d. High cost of financing purchases of new furniture
e. Selection of furniture which meets family needs
1) Considering the damage done to furniture by young children
2) Determining if rooms are to be "used" or "viewed"

7. Recognize ways to save money when buying clothing.
   a. Knowledge of the value of goods
      1) Quality of material
      2) Stitching
   b. Used goods of high quality
      1) Newspaper ads
      2) Thrift shop
   c. Value of taking sewing classes
   d. Bargaining with shop owners for goods marked at inflated prices

8. Develop an understanding that buying on sale is a sound method of saving money if the buyer knows the product and its value.
   a. Plans necessary for making long-range purchases
   b. Ads in local newspapers
   c. "Year end" and "seasonal" sales
      1) January "white sale"
      2) Off-season appliance sales
      3) Swim suits and ski equipment
      4) Select Christmas cards on December 26
      5) Legitimate inventory-tax clearances
   d. Sales which advertise percentages off
      1) Determining actual savings
      2) Computing percentage
      3) Checking price "gimicks," such as "33 cents each or three for a dollar"
      4) Determining if sale items are regular line goods or goods of inferior quality offered only during a sale.
   e. "Going out of business"; "fire sales"; "clearance sales"; "Lost-lease sales"
      1) Recognizing that all stores need to clear inventories
      2) Understanding that businessmen may want to "go out of business" by making enough money to retire
      3) Learning that profits are made by selling merchandise by whatever means
      4) Determining the validity of sales
   f. Legitimate savings derived from sales
      1) Shopping or browsing for prices as part of home management
      2) Learning to identify brand names
      3) Comparing "sale" prices to mail order catalogue prices
      4) Checking "sale" prices with prices of same goods in other stores
         a) Contacting manufacturers for locations of retail outlets
         b) Allowing for cost of transportation in traveling between stores

9. Discuss the necessity of knowing materials before making major

purchases.

a. Determining the quality of materials
b. Ways of telling whether hand-made goods are of high quality
    1) Construction of furniture
    2) Quality of stitching in clothing
    3) Material used in upholstery
    4) Materials and stitching used in carpeting
    5) Materials and bushing and bearings used in major appliances

10. Become familiar with the value of saving used goods, of not wasting things, and of protecting household goods as a means of extending the income.
    a. Making alterations rather than buying new clothes
    b. Repairing dripping faucets in the home
    c. Maintaining mechanical equipment
    d. Using left-overs in cooking
    e. Following label directions when laundering clothing
    f. Organizing storage facilities to protect goods
    g. Saving electricity

11. Discuss the value of deciding what is needed before shopping rather than shopping to see what one needs.
    a. Controlling buyer's impulse
    b. Shopping for food after a meal but not before
    c. Recognizing sales methods to stimulate buying
        1) Colors used on packages
        2) Pictures and displays
        3) Packaging gimmicks
        4) Creation of a sense of urgency to buy

E. Methods of Investing Money

1. Discover why money invested usually increases

2. Recognize that savings are a part of the overall plan to attain financial security.

3. Become familiar with the many methods one can use to save money.
    a. Bank savings accounts
    b. United States savings bonds
    c. Stock market
        1) Terminology
        2) Stockbrokers
        3) "Chance" involved in buying stocks
        4) Stocks as actual part ownership in a company
    d. Land investment

1) Professional advice concerning land value
2) Equity
3) Advantages and disadvantages of land ownerhsip
4) Mortgage payments and taxes relative to profit
5) Increase of land value
   a) Care and use of land in neighborhood
   b) Effect of zoning laws on land value
   c) Protection of and investment in property through upkeep

e. Investment of money in a personal business
1) Probability of students beginning a business through the purchase of gardening or home maintenance equipment
2) Community agencies offering advice, training, or money to individuals starting personal businesses
3) Skills and abilities needed to conduct a personal businesses
   a) Accountability for funds required by many public agencies
      1 Mathematics skills necessary
      2 Local bookkeeping services
      3 Certified public accountants
      4 Some agencies that examine business books
         a Internal Revenue Service
         b Social Security Administration
         c State Board of Equalization
         d State Department of Human Resource Development
         e Agencies enforcing fair employment practices laws
         f City and county taxing agencies
   b) "Survival of the fittest" theory in business
      1 Selling the product or service
      2 Determining suitable business location
      3 Developing skills and learning latest techniques
      4 Being honest and friendly
   c) Advantages of working as a student apprentice in any business in preparing for future self employment
      1 Labor union programs
      2 Industrial programs
      3 Volunteer help
         a Hospital work
         b Building maintenance work
         c Grounds maintenance work
         d Food services work
         e General office help
         f General mechanics helper

g Grocery store work

d) "Hard work" as the basis for most successful businesses

1 Daily hours worked in self-employment

2 Necessity to perform difficult tasks without help

e) Ability to get along with people

4. Review the government's efforts to protect the savings and investments of citizens.

UNIT X. MAN USES INDIVIDUAL CHARACTERISTICS AND POTENTIAL TO DEVELOP A FAMILY UNIT

A. Preparation for Marriage

1. Review and discuss information about dating, courtesy, social behavior, and other related social topics.

2. Develop an understanding that man prepares to become an adult member of a new family unit through personal development and education.

3. Discuss how consciously or unconsciously, every person has "ideal" goals for family life.

4. Recognize that man must be very careful in selecting a marriage partner.
   a. School and family opportunities for observing the individual traits of others
      1) Adjustment to another person's traits
      2) Traits that will not change because of love or marriage
      3) Recognition that every person possesses character traits that can annoy others
   b. Opportunities to practice getting along with others through dating
      1) Courtesies to be practiced on social occasions to take advantage of positive traits
      2) Responsibility of each partner to respect the other despite individual differences

B. Mutual Agreements to Be Made Prior To Marriage

1. Recognize that each partner needs to work toward the goal of a "perfect" marriage by establishing and agreeing to some basic patterns of life to be followed once the family unit is established.

2. Anticipate and understand the difficulties in adjusting to a limited family budget.
   a. Plans for the future economic welfare of the family
   b. Agreements and adjustments necessary in deciding how money should be spent
   c. Solving of problems regarding the wife's working
   d. Acceptance needed by both parties regarding the job possibilities and earning potential of the husband

3. Discuss why it is necessary for a husband and wife to agree in advance how final decisions will be made on family affairs.

4. Be aware that agreements must be made regarding the type and location of the family home.
   a. Types of living accommodations available in the community
   b. Costs, advantages, and disadvantages of each type
   c. Relationship between home location and job location

5. Become familiar with the ways that new families adapt themselves to the customs of the families from which the husband and wife come.
   a. Holidays and vacations
   b. Visitation rights in the case of divorced persons
   c. Time and duration of visits from parents or other relatives
   d. Amount of money to be spent on gifts
   e. Social life

6. Recognize that each member of a family must share in doing chores and contribute in other agreed ways to the welfare of the family.
   a. Children's chores at home
   b. Adjustments if wife begins working outside home

7. Discuss why it is necessary to agree before marriage regarding ways of socializing, circles of friends, and uses of leisure time.

8. Be fully aware of the obligation of each partner in a marriage to remain faithful to the mate in all things.

C. <u>Marriage as a Legal Contract</u>

1. Become familiar with laws regulating marriage.
   a. Marriage license
   b. Period between license application and marriage
   c. Blood test requirements
   d. Legal requirement for youth to obtain parental permission prior to marriage and, in some instances, judicial consent

2. Find out about the types of marriage ceremonies
   a. Advantages and disadvantages of "civil" and "church" weddings
   b. "Receptions" and other means of announcing the marriage
   c. Gifts which help the couple begin their new family
      1) Types and costs of appropriate gifts
      2) Formalities in presenting gifts
   d. Formalities of the wedding
      1) Emily Post, Amy Vanderbilt, and other authors
      2) Other sources of information
      3) Announcements, "RSVP" requests thank you notes, and other formalities

3. Review and discuss divorce laws which are written to protect both parties to a marriage.

4. Recognize that, aside from the legality of the marriage contract, each partner has moral obligations to the other to uphold the principles and agreements upon which the marriage was based.

D. Marital Problems

1. Discuss how each partner to a marriage expects the other to work cooperatively for the benefit of the family.
   a. Common causes of money problems in a new marriage
      1) Buying a new instead of good used car
      2) Buying expensive furniture not needed by the family
      3) Purchasing fashionable clothes instead of repairing used clothes
      4) Spending money on personal pleasure instead of saving for future needs
      5) Complaining about present income and living conditions
      6) Asking for too much credit
      7) Carrying large sums of money on person to be spent without careful planning
      8) Demanding expensive rather than inexpensive recreation
      9) Demanding only the finest foods and eating often in restaurants
      10) Lacking money to spend on personal needs
   b. In-laws as a source of problems to a new family unit
      1) Criticizing in-laws
      2) Inviting parents for visits without regard for mate's wishes
      3) Bringing personal problems to parents instead of to mate
      4) Accepting financial help from parents without mate's knowledge
      5) Insisting on visiting own parents instead of sharing holidays
      6) Failing to discourage the interference of parents in family matters
   c. Problems causing poor adjustments in marital social life
      1) Expecting wife to accept boring daily routine
      2) Planning personal activities without consideration for husband or wife
      3) Visiting certain places of amusement against wishes of husband or wife
      4) Denying husband or wife pleasure of visiting with former friends
      5) Spending money on social events without regard for family welfare.

6) Engaging in social activities which are of no interest to husband or wife
7) Discouraging husband or wife from reasonable participation in club activities
8) Belittling husband or wife to friends; being discourteous in private and public; showing less attention to husband or wife than to other persons at parties
9) Continuing to flirt with members of opposite sex

d. Background differences that could cause problems
1) Belittling husband or wife's religious practices
2) Discouraging husband or wife from participating in religious practices
3) Disregarding manners or courtesies held in high esteem by husband or wife
a) Eating with shirt off at table
b) Slurping
c) Ignoring common social courtesies
4) Failing to recognize the difficulties that may result when the family's standard of living is affected by changes in income
5) Being inconsiderate of the beginner's lack of experience in homemaking skills
a) Working in home and yard
b) Cooking and sewing
6) Expecting husband or wife to replace fully services once offered by mother or father

2. Recognize that arguments and differences of opinion occur even in "perfect marriages."
a. Appreciating that it is the manner in which differences are resolved, and not the differences, that create a "perfect marriage "
b. Seeing how differences of opinion are natural and stimulating in a family
c. Resolving differences by ways other than argument

3. Review the places where a new family can receive help.
a. Guidance services
b. Recreation and other leisure-time services
c. Education which is available to each member of the family

4. Develop an understanding that "perfect marriages" are made not through desire alone but rather through day-to-day opportunities to practice and learn more acceptable ways of doing things.

E. Family Health and Safety

1. Discuss family health rules.
   a. Nutritious eating habits
   b. Healthy patterns of rest
      1) Regulation of television viewing
      2) Effect of rest on "moods"
   c. Proper exercise
   d. Physical examination by a physician
      1) Preventative medicine
      2) Observance of doctor's advice
   e. Care for the sick at home
      1) Preparing a sick room, including comforts for the patient
      2) Reporting unusual health problems such as dizziness
      3) Controlling contageous diseases in the home
      4) Storing dangerous medical prescriptions
      5) Helping relatives with health problems, such as epilepsy, diabetes, heart trouble, paralysis, blindness
      6) Practicing care in serving medicines
      7) Placing emergency numbers near telephone
      8) Maintaining a first aid kit
      9) Cleaning room used by a person with a communicable disease
   f. Immunizations or vaccinations
   h. Infant care
      1) Necessity for pre-and post-natal care
         a) Services in community
         b) Library books and school classes
      2) Susceptibility of infants to disease and brain damage
      3) Methods of holding an infant
      4) Technique of feeding an infant, including methods of sterilizing bottles
      5) Toilet needs of the infant
      6) Mental health benefits derived by child from loving attention

2. Be aware of the need for good home sanitation practices to protect family health.
   a. Cleaning a house to eliminate bacteria
      1) Methods of cleaning, storing, sanitizing
      2) Use of sanitizing products and sprays
         a) Flammability and poisonous potential
         b) Dangers when products are mixed with other substances
      3) Proper methods of washing kitchen utensils
         a) 110-degree to 120-degree wash water and soap
         b) 140-degree rinse water

c) Air drying whenever possible
d) Laundering of towels after each use

4) Regular bathroom cleanliness
5) Change of bed linens

b. Storing food products to prevent contamination or spoiling
c. Laundering to eliminate bacteria
1) Using hot water and recommended soaps
2) Drying clothes before storing, since damp cloth provides excellent places for bacteria
3) Cleaning washing machine filters and tubs
4) Selecting a clean and reputable "coin -operated" laundry
5) Rinsing clothes to remove bacteria
d. Sunning or airing materials made of cloth
e. Conducting spring cleaning
f. Observing other home sanitation practices
1) Changing filters on heater and air conditioner
2) Keeping screens clean
3) Removing rotten fruit from the ground
4) Storing manure and other garden products away from the house
g. Understanding that the rules of home sanitation also apply to the maintenance of the family car

3. Discuss the direct relationship between home sanitation and practices which assure family safety.
a. Kitchen accidents
1) Preventing burns
a) Pointing pan handles on stoves away from traffic pattern
b) Keeping children away from stove
c) Covering hot burners after their use
d) Taking precautions to prevent grease build-up in stove or oven
e) Using holder to handle hot pans
f) Keeping pan bottoms in good condition
g) Not allowing hot objects to lie near edges of sinkboards
2) Storing knives and other sharp objects
3) Storing dangerous household products away from reach of children
4) Using utensils carefully
a) Peeling motion away from the body with knife
b) Not cutting down on an object held in hand
c) Not using chipped glass
d) Not allowing electric appliances to be near water
e) Using can openers cautiously
5) Handling glass with care
a) Storing glass goods so they will not fall from shelves

b) Picking up broken glass
c) Not using food products stored in cracked glass
d) Draining sink before removing broken glass from dishwater
e) Not drinking from chipped glasses

b. Bathroom accidents
1) Soap lying on floor of shower or tub
2) Electric shavers or radios used near water
3) Bathroom heaters burning close to clothes hampers, towels
4) Storage of razors, used blades, scissors, and medicines
5) Spread of disease through careless use of contaminated bath towels
6) Highly flammable sprays used near heater coils or pilot lights
7) Ignorance of manufacturer's instructions for applying cosmetics
8) Slippery throw rugs on bathroom floor
9) Legal requirement that toilet plumbing be sealed by a plumber

c. Causes of accidents occurring in other rooms
1) Slippery throw rugs
a) Non-slip rug pads
b) "Hospital wax"
2) Tables and chairs used as ladders
3) Careless lifting
4) Use of broken chairs and tables
5) Objects projecting from floors, walls, or furniture that can catch, trip, or poke people
6) Sharp edges
a) Garage tools
b) Garbage cans with jagged edges
c) Jagged weather stripping
d) Loose screws
7) Carelessness resulting in home fires
a) Overloaded sockets
b) Extension cords lying under rugs
c) Lamps and appliances with frayed cords
d) Goods stored on shelves too close to a light bulb
e) Smoking in bed
1 Asphyxiation and not flames as the killer in fires
2 Current statistics on persons killed while smoking in bed
3 Use of ashtrays approved by fire department
f) Matches stored where children can reach them
g) Grease build-ups in oven and stove
1 Do not try to remove burning pan

2 Smother with pan lid or by closing oven door

3 Toss baking soda in cloud over fire

h) All open flames such as pilot lights, stove burners, fireplace and barbecue fires, bathroom heaters, or sparks in light switches that turn gasoline fumes into "dynamite"

1 Gasoline as the most dangerous product in any house

2 Other cleaning agents that are highly flammable

3 "Safe" products

i) Rejection of advice from fire department regarding protection procedures

1 Numbers at fire department next to telephone

2 Two-pound coffee can full of baking soda placed near stove

3 Hose connected near house

4 Knowledge of location of fuse box

5 Method of smothering clothing fire by rolling on ground or wrapping burning person in a blanket

d. Protection of home from burglars

1) Good locks on doors and windows

2) Special locking and warning devices sold commercially

3) Never opening a door to a stranger for whatever reason

4) Installation of a "peek-hole" or "chain lock" device

5) Lights as a protection against burglars

6) Procedures to follow when leaving for a vacation

7) Procedures to follow when finding intruders in the home

8) Report of unusual events in the neighborhood to police

e. Accidents to children resulting from toys

1) Swallowing parts to toys

a) Buttons on "rag doll" eyes

b) Tires on toy cars

2) Chewing on objects painted with "lead" base paints

3) Using toys that are for older children

4) Playing with dangerous toys

a) Swings and slides with jagged edges

b) Bicycles on crowded streets and hilly areas

c) Bow and arrow, BB guns, and dart games

d) Other potentially dangerous toys or equipment

F. Family Conferences

1. Recognize the need for regular family conferences to discuss changes that are required in present routines.

2. Discuss why it is important for husband and wife to have "equal time."

APPENDIX B

SEASONAL EDUCATIONAL AND RECREATIONAL EVENTS IN AND AROUND LOS ANGELES.

Academy Award Ceremonies
Antique Airplane Show
Antique Car and Classic Car and Custom Car Show
Antique Collector's Show
Armed Forces Day Celebrations
Arrivals and departures of celebrities and teams at airports
Art and craft shows
Art shows and exhibitions by individual artists
Auto and motorcycle races
Autograph hunting

Ballet, dance, and opera productions
Blessing of animals at Plaza Church
Blessing of the fleet in the harbor
Boat Show
Boating and water skiing competition
Boxing matches, Golden Gloves competition

Camper and trailer shows
Charitable Auctions with celebrity auctioneers
Charitable benefits like bazaars and fairs
Christmas float boat parades at harbor
Circuses
College and University Productions and exhibitions
Commemoration, dedication and opening events

Decorated boat parade at Newport
Dodger and Angel baseball games
Dog and cat shows and other animal shows
Dune buggy competition

Election night celebrations
Ethnic New Year celebrations

Fireworks displays
Flower shows

4-H events

Garage sales
Glider soaring competitions
Gold mine tours
Golf matches
Grand opening displays of new commercial establishments and building developments
Great Western Livestock and Dairy Exhibits
Griffith Observatory programs
Guided tours of Los Angeles

Historical exhibitions
Hobby shows
Home Beautifying and Maintenance shows
Horse shows
Horseback riding and hay ride events

Ice shows
Indian festivals
Industrial Exhibitions of Products
Inventors' exhibits
Irish football

Judo, karate, and wrestling exhibitions

Laker basketball games
Lecture and Comedy series
Live theater productions
Los Angeles County Fair
Los Angeles Rams, USC, UCLA football games

Magic shows
Miss America Pageant
Mission tours and celebrations
Music productions and jazz festivals

National goodwill exhibitions
National Orange Show, Avocado Show

"Open house " events of civic agencies
"Opening nights" for films

Mt. Waterman ski lift
Mt. Wilson Observatory
Movieland of the Air, Orange County
Movieland Wax Museum
Mulholland Drive
Museum of the Air
Museum of Science and Industry
Music Center

Newport Beach
Norm's Landing

Occidental Building Observation Tower
Olvera Street
Olympic Auditorium
Ontario Air Museum
Ontario International Speedway

Pacific Coast Stock Exchange
Palm Springs Tramway
Pauley Pavilion
Pico Adobe
Pico House Hotel
Pierpoint Landing
Pio Pico State Historical Monument
Pioneer Oil Refinery Museum
Palza Church
Ports O' Call
Pueblo de Los Angeles Historical Park

Queen Mary

Rancho Park
Redondo Beach Pier
Riverside International Speedway
Rose Bowl

San Antonio Winery Tour
San Bernardino National Forest
San Buenaventura Mission, Ventura
San Fernando Mission
San Gabriel Canyon
San Gabriel Mission
San Juan Capistrano Mission
Santa Barbara Mission, Santa Barbara
Santa Monica Pier
Santa's Village
St. Sophia's Cathedral
St. Vibiana's Cathedral
Sea World, San Diego

Silent movie theater
Sports Arena
Stock Exchange
Stock yards
Southwest Museum
Sunset Strip

Television shows, live
Terminal Island
Topanga Canyon
Tours of auto plants
Tours of other industrial plants
Tours of local wineries
Tours of Universal Studios, CBS, NBC,
Metro Goldwyn Mayer, Capitol Records
Train yards
Travel Town
Tujunga Canyon

USC Campus
UCLA Campus

Watts Towers
Wax Museum
Wayfarer's Chapel
Will Rogers State Park
William S. Hart and Movie Museum
Wrightwood and Big Pines

APPENDIX A

RECREATIONAL FACILITIES AND POINTS OF INTEREST IN LOS ANGELES AND SURROUNDING AREAS.

Anaheim Stadium, Anaheim
Angeles National Forest
Aqueduct and California's Water Project
Ark Park
Ascot Park Race Track

Bakery Tours
Balboa Pavilion
Baldwin Cottage and Coach House
Banning Park Museum
Barnsdall Park
Beverly Hills mansions
Big Bear Lake
Busch Gardens

Cabrillo Beach Marine Museum
Cahuenga Pass
California Alligator Farm
Catalina Island
Chatsworth Park
China Town
City Council
City's First Fire Station
City Hall Observation Tower
Coliseum
County Arboretum
County Court Building and Trial Court-rooms
County Fairgrounds

Dairy Tours
Descanso Gardens
Disneyland
Dodger Stadium

Eaton Canyon Park and Nature Center
El Alisal Museum
Elysian Park

Farmer's Market
Ferndell Nature Museum
Forest Lawn
Forum
Ft. Moore Hill

Grauman's Chinese Theater
Grand Central Public Market
Greek Theater
Griffith Park
Griffith Park Observatory

Hale House
Hart, William S. Park
Hollywood Palladium
Hollywood Wax Museum
Huntington Beach Pier
Huntington Library and Art Gallery

International Airport
International Airport Observation Tower

Japanese Deer Park

Knott's Berry Farm

La Brea Tar Pits
Laguna Art Colony
Lake Arrowhead
Leonis Museum, Calabasas
Lincoln Park
Little Tokyo
Live TV shows
Long Beach Harbor
Long Beach NU-Pike
Los Angeles County Museum
Los Angeles Harbor and tour
Los Angeles Times tour
Los Angeles Zoo
Los Encinas State Historical Monument
Lumas House
Lytton Center of the Visual Arts

Magic Mountain
Malibu Pier
Marina del Rey
Marineland of the Pacific
Mormon Temple
Mother Colony House Museum, Anaheim
Mt. Pinos and Frazier Park Recreation Park

Padua Hills Theater productions in
Spanish
Personal appearances of famous people
Pier and deep sea fishing
"Pioneer" and "founding" day celebrations
of local communities
Polo games at Will Rogers Park
Puppet shows

Queen Mary tours

Ramona Play at Hemet
Rodeo
Roller derby
Rose Parade and other holiday parades

Sailboat races at Newport and Arrow-
head Lakes
Seasonal Drives to points of beauty in
the area
Sky diving competition
Soccer matches
Southern California Archeological sites
Specialty shops
Sportman's shows
Swap meets
Swimming and diving competition

Teenage fairs
Telethons for charity
Track and field events
Traditional religious celebrations
Trade and industrial exhibitions
Try-outs for Olympic Teams

Vacation and travel shows
Valyermo Fall Festival

APPENDIX C

HOBBIES THAT ARE THE TOPIC OF CERTAIN PERIODICAL LITERATURE.

All Amateur Sports
Antique Collectors
Antique Gun Collection
Archeology
Art Collection
Astronomy
Auto mechanics
Auto racing

Birds and pigeons
Boating
Bottle collectors
Button collectors

Camping
Cards, checkers, chess
Cats
Ceramics
Coin collecting
Contests
Cosmetologists
Crossword puzzles

Dogs
- Boxer
- Beagle
- Cocker spaniel
- Collie
- Dachshund
- German Shepherd
- Great dane

Electronics
Fishing
Floriculture
4-H

Gardening
Gems and minerals
General collections of all kinds

Hairdressing
Handweaving
Historical and antique autos
Historical societies
Home crafts
Home decorators and furnishers
Horticulture
Hunting

Indians
Inventors

Jewelry collectors
Junior pilots
Junk collectors

Knitting

Leatherworking

Magicians
Men's clubs and fraternal organizations
Model airplanes
Model boats
Model cars
Model railroads

Novelty collectors

Pilots' Associations
Professional and amateur draftsmen

Rifle clubs

Sewing, dressmaking, weaving
Stamp collecting

Toy collectors
Tropical fish

Woodworking
Women's clubs

APPENDIX D

GOVERNMENTAL AND OTHER PUBLIC AGENCIES THAT MIGHT BE SOURCES OF SUPPLEMENTAL INFORMATION

Federal Government

1. Defense Department (for military recruitment information) The Pentagon, Washington D. C. 20301

2. Department of the Interior, C St. Between 18th and 19th St., N. W.,, Washington, D. C. 20240 (Includes Bureau of Sport Fisheries and Wildlife, National Parks Service, Bureau of Mines, Water and Power Development, Federal Water Pollution Control, Ecological Control, Bureau of Outdoor Recreation, and Bureau of Indian Affairs)

3. Federal Trade Commission (consumer protection), Pennsylvania Avenue at Sixth St., Washington, D. C. 20580

4. President of the United States, White House Office, 1600 Pennsylvania Ave., Washington, D. C. 20500

5. Social Security Administration, 6401 Security Blvd., Baltimore, Maryland 21235

6. United States Congressmen, The Capital, Washington, D. C. 20510

7. United States Civil Service Commission, 1900 East Street, N. W., Washington, D. C. 20301

8. United States Forest Service (Angeles, San Bernardino, Cleveland, and Los Padres National Forests), Department of Agriculture, Fourteenth and Independence Ave., S. W., Washington, D. C. 20250

9. United States Supreme Court, 1 First St., Washington, D. C. 20543

State Government

1. Governor, Assemblymen, and Senators, The Capitol, Sacramento, Calif. 95814

2. Office of Tourist and Visitor Information, State Department of Finance, State Capitol, Sacramento, Calif., 95814

3. State Department of Human Resource Development (information on employment, job placement, insurance benefits, and other job related services), 800 Capitol Mall, Sacramento, Calif., 95814

4. State Department of Motor Vehicles, 2415 First Ave., Sacramento, Calif., 95818

5. State Department of Parks and Recreation, 1416 Ninth St., Sacramento, Calif., 95814

County Government

1. Los Angeles County Air Pollution Control Board, 434 S. San Pedro St., Los Angeles, Calif., 90013

2. Los Angeles County Board of Supervisors, 500 W. Temple St., Los Angeles, Calif. , 90012

3. Los Angeles County Civil Service Commission, 222 N. Grand Ave., Los Angeles, Calif., 90012

4. Los Angeles County Department of Parks and Recreation, 155 W. Washington Blvd., Los Angeles, Calif., 90015

5. Los Angeles County Health Department, 220 N. Broadway, Los Angeles, Calif. 90012

6. Los Angeles County Public Social Services Department (welfare, family, and youth guidance) 4900 Triggs St., City of Commerce, Calif.

City Government

1. City of Los Angeles (Mayor, Councilmen, Commissioners, Building and Safety, Parks and Recreation, Public Works, Civil Service) 200 N. Spring St., Los Angeles, Calif. 90012

2. City of Los Angeles Department of Airports, 1 World Way, Los Angeles, Calif., 90045

3. City of Los Angeles Department of Water and Power, 111 N. Hope St., Los Angeles, Calif. 90012

4. City of Los Angeles Fire Department, 221 S. Hill St., Los Angeles, Calif., 90012

5. City of Los Angeles Police Department, 150 N. Los Angeles St., Los Angeles, Calif., 90012

APPENDIX E

CHARITABLE GROUPS THAT MIGHT ACCEPT VOLUNTEER HELP

All Nations Neighborhood Center
American Cancer Society
American Heart Association
American Red Cross
Assistance League Day Nursery
Assistance League of Southern California
Avalon-Carver Community Center

Beacon Light Mission
Big Brothers
Booth Memorial Hospital of Salvation Army
Boy Scouts of America
Boys Clubs, Inc.
Boys' Republic
Braille Institute

California Pediatric Center
Campfire Girls
Catholic Youth Organization
Cedars of Lebanon Hospital Clinic
Children's Dental Clinic
Children's Hospital of Los Angeles
Children's Speech and Hearing Center
Community Volunteer Office
Convent of the Good Shepherd
Council on Alcoholism

Damon Runyon Memorial Fund for Hearing and Speech

Family Service Bureau

Girl Scouts of America

Hands that Help, Inc.
Hathaway Home for Children
HEAR Foundation
Holy Family Adoption Service

Intercommunity Child Guidance

Junior Athletic Association

Lark Ellen Home for Boys
Legal Aid Foundation
Los Angeles Psychiatric Service
Los Angeles Volunteer Bureau

Mary vale
McKinley Home for Boys

Neighborhood Youth Association, Inc.

Orthopedic Hospital

Parent Teacher Association

Rancho San Antonio

Salvation Army Youth Center
Salvation Army Day Nursery
St. Vincent de Paul "Miserere" House

The Big Sister League
The Volunteers of America
Toy Loan and Toys for Tots
Travelers Aid Society

United Health Foundation
United Service Organization
Visiting Nurse Associations
Vista Del Mar Child Care

Welfare Information Service
Welfare Planning Council
Woodcraft Rangers

YMCA
YWCA